

***Survey of 2002 New Brunswick  
High School Graduates***

***District 6: Rothesay***



Department of Training and Employment Development / Ministère de la  
Formation et du développement de l'emploi

Department of Education / Ministère de l'Éducation  
April 2005

*Survey of 2002 New Brunswick  
High School Graduates*

**Prepared For:**

**The Department of Training and Employment Development  
The Department of Education**

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## 1.0 Synopsis

New Brunswick is divided 14 school districts: nine anglophone and five francophone districts. The following section presents the detailed findings for respondents from district 6-Rothesay, one of the anglophone districts of the province. Of the 825 individuals who graduated from schools in this district in June 2002, 430 were interviewed for this study<sup>1</sup>.

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

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<sup>1</sup> This sample size provides a margin of error of  $\pm 3.3\%$  at the 95% confidence level, or 19 times out of 20. Throughout this report, readers should exercise caution when interpreting results and data based on sample sizes of 30 or lower.

## 2.0 The High School Experience

In this section of the report, respondents' high school experiences were explored, including activities and employment during high school, planning and expectations for future endeavors, and respondents' opinions of how well high school prepared them for the future.

### 2.1 Scholastic Profile

Respondents were asked how many years of high school they had completed in New Brunswick, and were asked to identify their average marks during their high school years.

#### 2.1.1 Number of Years of High School Completed in New Brunswick

The vast majority of respondents (98%) completed all of their high school years in New Brunswick.

	(n=430)	% of Respondents
Two	4	0.9
Three	6	1.4
Four	420	97.7

#### 2.1.2 Marks During High School

When asked to refer to grades 11 and 12, more than seven in ten (72%) respondents expressed that the majority of their marks were between 70% and 89%. More than one in ten respondents (14%) earned marks between 90% and 100%.

Readers should take note that these results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all respondents.

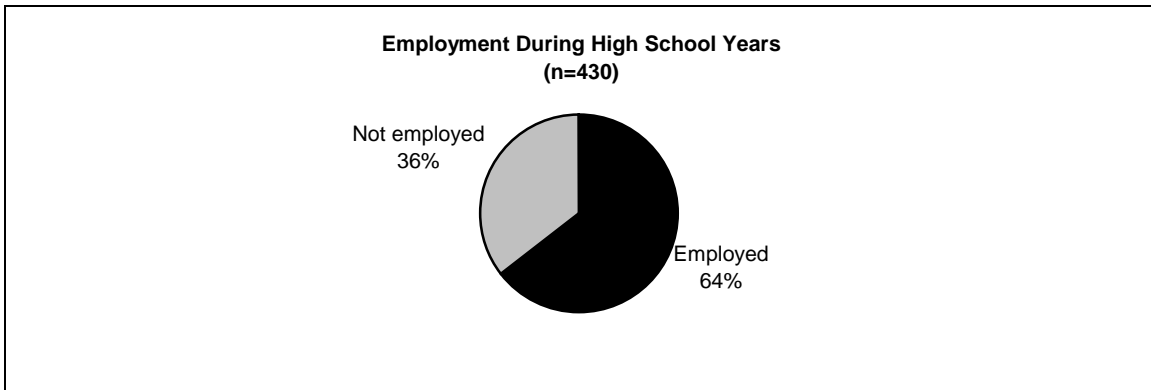
	(n=430)	% of Respondents
Between 90% and 100%	58	13.5
Between 80% and 89%	145	33.7
Between 70% and 79%	163	37.9
Between 60% and 69%	60	14.0
No response/refused	4	0.9

## 2.2 Employment During High School

Respondents were asked about their employment experiences during high school, including reasons for working, occupation, number of hours worked, and number of years employed.

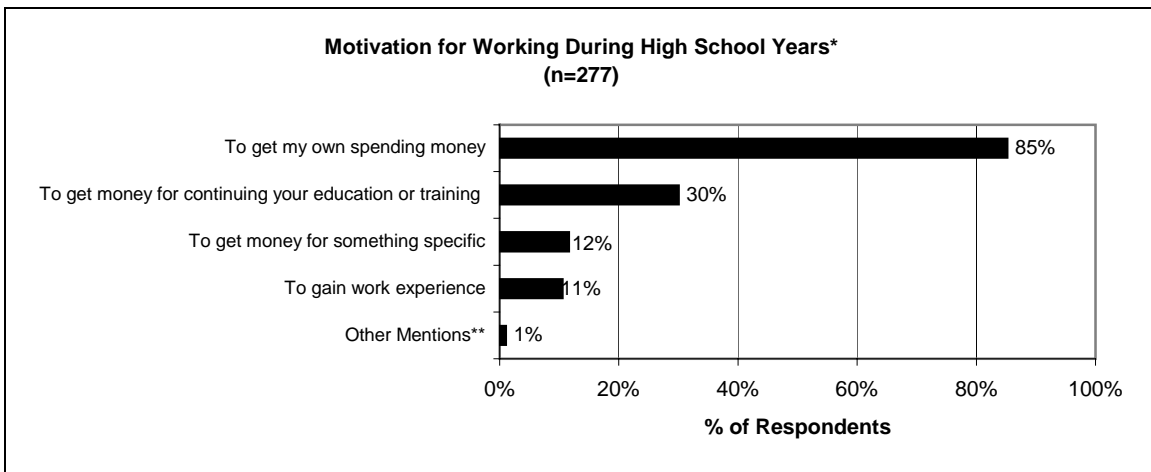
### 2.2.1 Percentage Employed During High School

Referring only to employment during the school year (from September to June), slightly less than two-thirds (64%) of respondents were employed for wages during high school.



### 2.2.2 Motivations for Working

For over eight in ten respondents, the desire to obtain spending money was cited as a reason for working during high school (85%). Second to this, 30% of these respondents indicated that they worked to obtain money for continuing their education or training beyond high school.



\*Multiple responses allowed

\*\*"Other Mentions" refers to responses of less than 2%

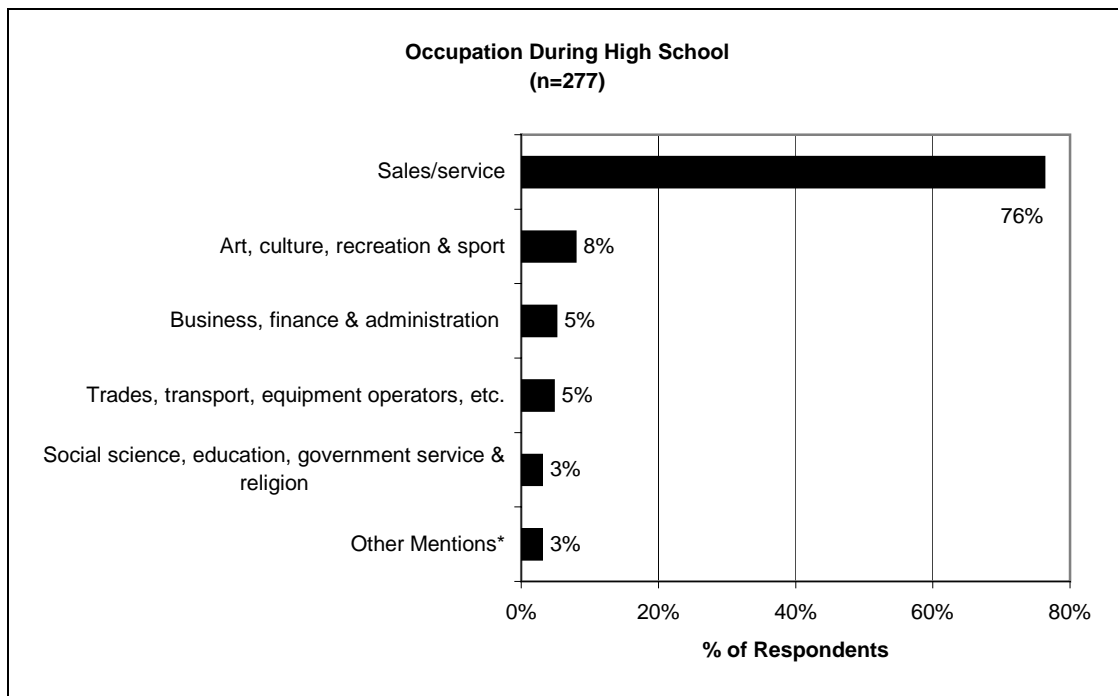
### 2.2.3 Number of Years Employed

Of the respondents who reported being employed for wages during their high school years, the majority were employed during grade 11 (87%) and/or grade 12 (93%). As illustrated in the table below, the likelihood of employment increased as respondents moved from grade 9 to grade 12.

Employment During High School		
	(n=277)	% of Respondents
During grade 9	61	22.0
During grade 10	147	53.1
During grade 11	240	86.6
During grade 12	257	92.8

### 2.2.4 Occupation

The majority of (76%) of employed students worked in sales and service occupations.

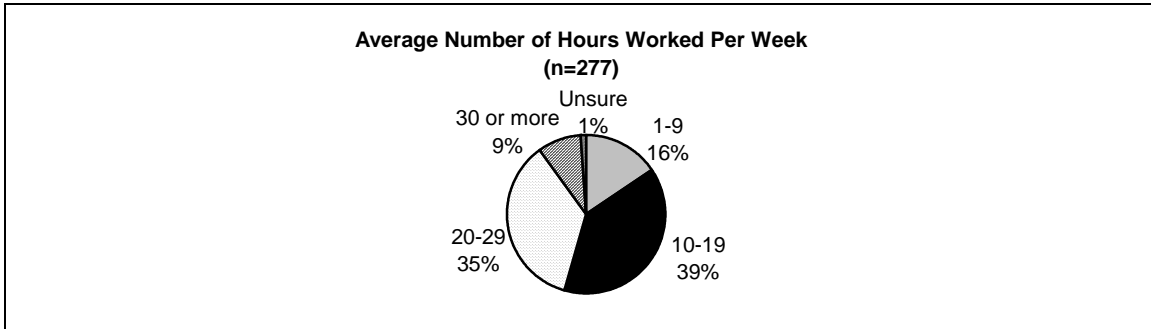


\*"Other Mentions" refers to responses of less than 2%.



### 2.2.5 Number of Hours Worked

On average, respondents from district 6 who were employed during high school worked 17.3 hours per week. Overall, the vast majority of these respondents were employed on a part-time basis (91%).



### 2.3 Participation in Career Development Programs and Activities

As part of this study, respondents' exposure and participation in career development activities during high school was assessed. Almost all respondents (99%) from district 6 attended a high school where at least one type of career development activity or program was available to them and eight in ten (80%) of all respondents participated in such an activity or program during their high school years. It appeared that career development programs had a significant influence on participants' decisions; co-op/work experience programs (68%) had the most influence<sup>2</sup> on the respondents' decision of whether to pursue post-secondary studies, followed by youth apprenticeship programs (43%). Career development activities had less influence (other career related activities (54%) and career days/ fairs/workshops (52%)).

#### 2.3.1 Co-op Education/Work Experience Program

Nearly all respondents (98%) indicated that a co-op education/work experience program was offered at their high school, and approximately 20% of these respondents reported participation in the program. Of those who participated in the program, 68% felt that the program had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Co-op Education/Work Experience Program		
	(n=84)	% of Respondents
A lot of influence	31	36.9
Some influence	26	31.0
Not much influence	12	14.2
No influence	15	17.9

<sup>2</sup> Influence: Includes "a lot of influence" or "some influence".

### **2.3.2 Youth Apprenticeship Program**

For eight in ten respondents (80%), youth apprenticeship programs were offered at their high school. Of those with such activities available, 11% reported participation, while 43% of participants reported these activities had an influence on their decision of whether to pursue post-secondary education or training.

<b>Influence of Youth Apprenticeship Program</b>		
	(n=37)	% of Respondents
A lot of influence	4	10.8
Some influence	12	32.5
Not much influence	9	24.3
No influence	12	32.4

### **2.3.3 Career Days/Fairs/Workshops**

For the majority of respondents (93%), career days/fairs/workshops were offered at their high school. Of those with such activities available, more than three-quarters (77%) reported participation, while 52% of participants reported these activities had an influence on their decision of whether to pursue post-secondary education or training.

<b>Influence of Career Days/Fairs/Workshops</b>		
	(n=310)	% of Respondents
A lot of influence	40	12.9
Some influence	120	38.8
Not much influence	81	26.1
No influence	68	21.9
No response/refused	1	0.3

### **2.3.4 Other Career Development Related Activities**

Over four in ten respondents (46%) reported that other career development related activities were offered at their school and 43% of these respondents reported participation in those activities. In total, 54% of participants reported the activities had an influence on their decision of whether to pursue post-secondary education or training.

<b>Influence of Other Career Development Related Activities</b>		
	(n=86)	% of Respondents
A lot of influence	10	11.6
Some influence	36	41.9
Not much influence	27	31.4
No influence	13	15.1

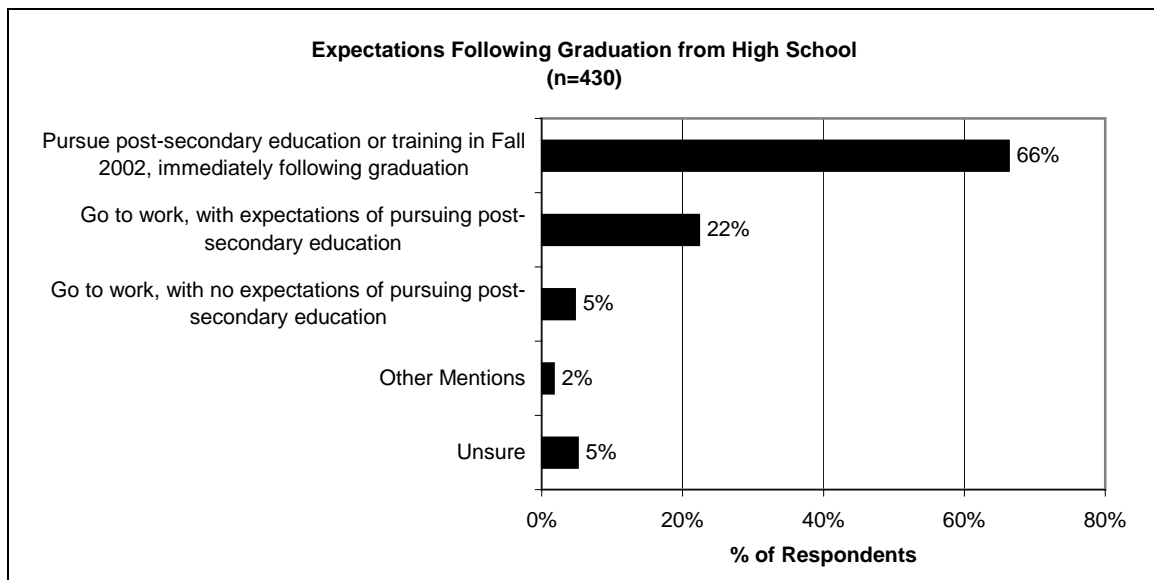
## 2.4 Expectations and Planning for Future Endeavors

Respondents were asked about their expectations and planning following graduation from high school including career goals, parents' expectations, planned field of study, and sources of information for planning.

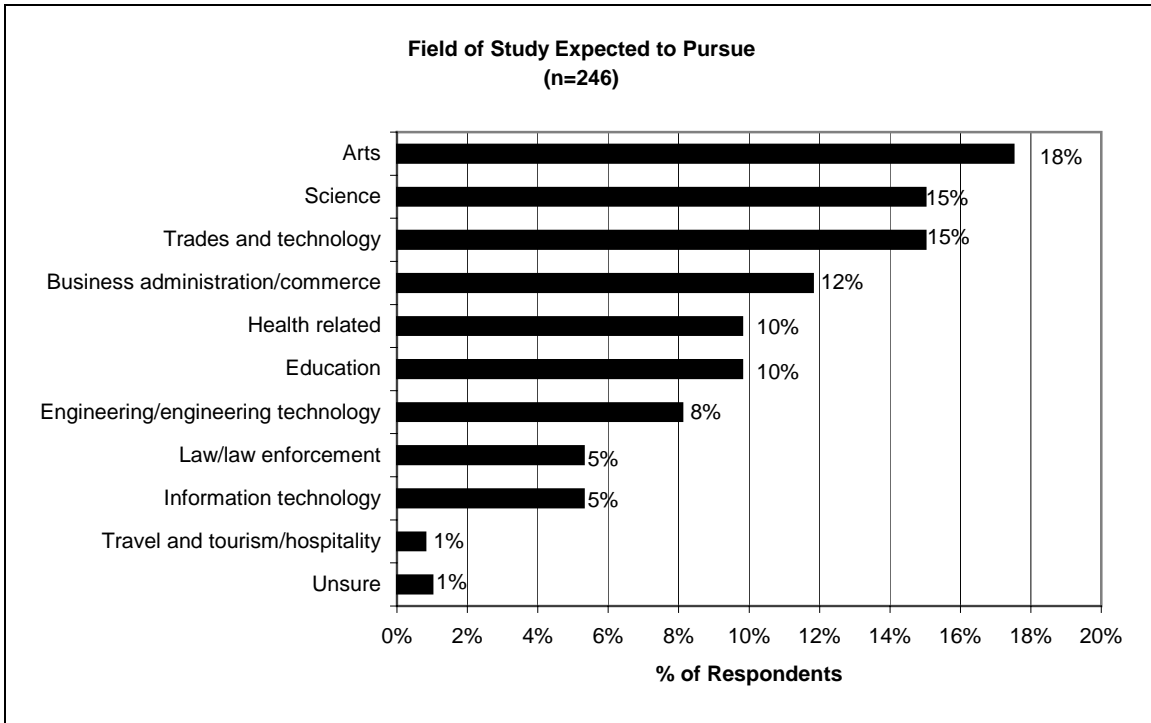
### 2.4.1 Respondents' Expectations Following Graduation from High School

During their high school years, nearly two-thirds of respondents (66%) from district 6 expected they would pursue post-secondary education or training immediately following graduation from high school. In fact, 82% of respondents who had held post-graduation expectations felt at the time of survey they had done what they had planned to do.

Respondents' expectations for themselves following graduation from high school were compared to their actual post-secondary activities. It was found that, at that time of the survey, 93% of those respondents who had expected to pursue post-secondary studies immediately following graduation had indeed attended a post-secondary institution since their graduation. Furthermore, 33% of those respondents who had planned to work and pursue post-secondary studies later had attended (or were attending) a post-secondary institution since graduation while the remaining 67% had pursued other activities. Of those who had not intended to pursue post-secondary studies at all after graduation, 30% had attended a post-secondary institution.



Almost two-thirds of respondents (65%) whose expectations involved post-secondary education had decided what field of study they wanted to pursue during their high school years. The most common fields mentioned were arts (18%), science (15%), and trades and technology (15%). Interestingly, the majority of respondents (62%) who were attending a post-secondary institution at the time of the survey and who had planned during high school to pursue a given field actually were pursuing education or training in that chosen field.



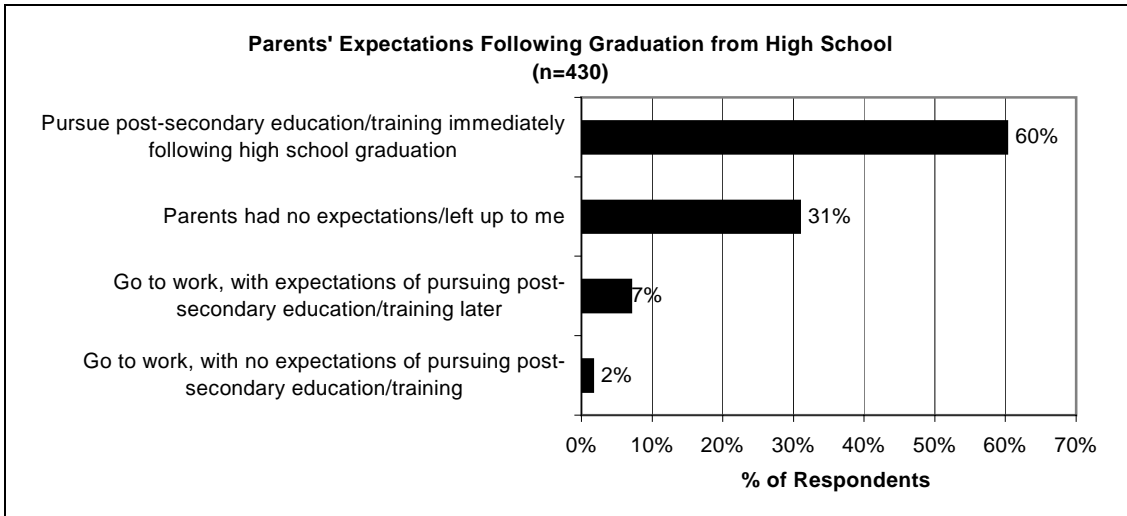
#### **2.4.2 Parents<sup>3</sup> Expectations for Children Following Graduation from High School**

The majority (60%) of respondents reported that their parents had expected them to pursue post-secondary education/training immediately following high school graduation. Approximately one-third (31%) of respondents felt that their parents had held no expectations for them following high school but rather left the decision to them.

Parents' expectations tend to play a role in the future pursuits of respondents. The majority of respondents whose parents had expected them to pursue post-secondary studies or training immediately following high school had in fact attended a post-secondary institution since graduation (87%). Of those respondents who felt their parents had held no expectations for them, 60% had pursued post-secondary studies, while 40% had not yet attended an institution at the time of the survey.

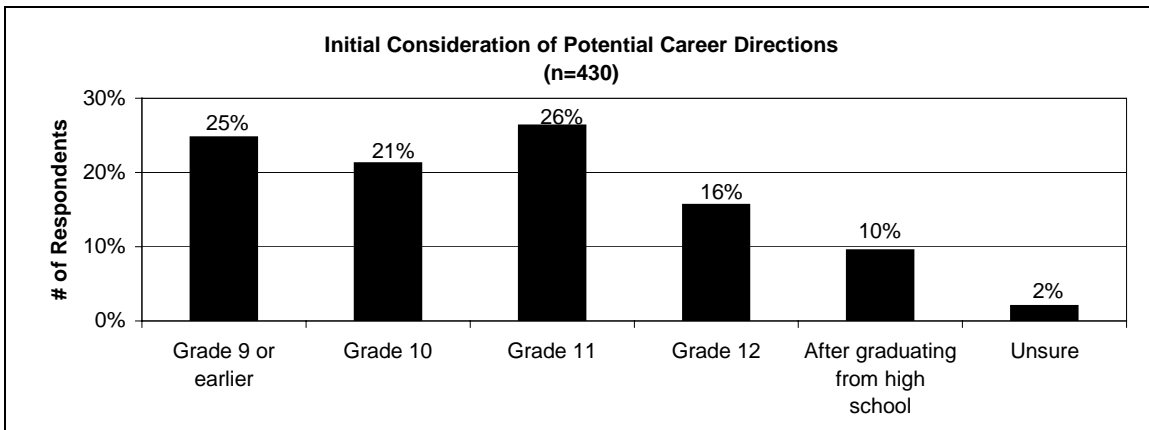
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<sup>3</sup> Parent: Includes parent/guardian throughout this report.

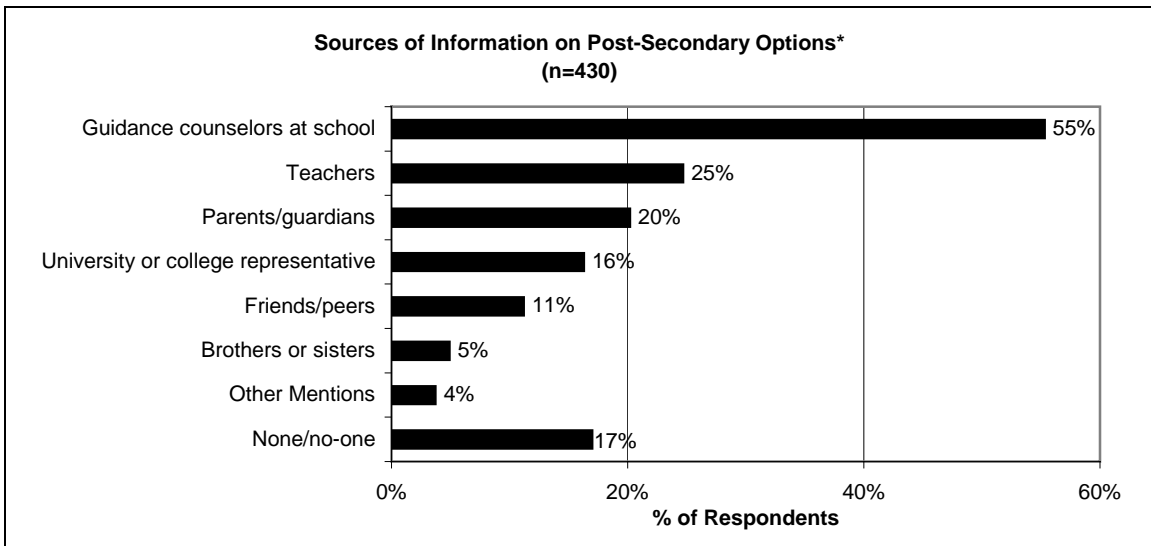


### 2.4.3 Planning for Post-Graduation Activities

The majority of respondents first started considering potential career directions before graduating high school (88%), and approximately 72% reported that they had begun to think about their careers even prior to grade 12.



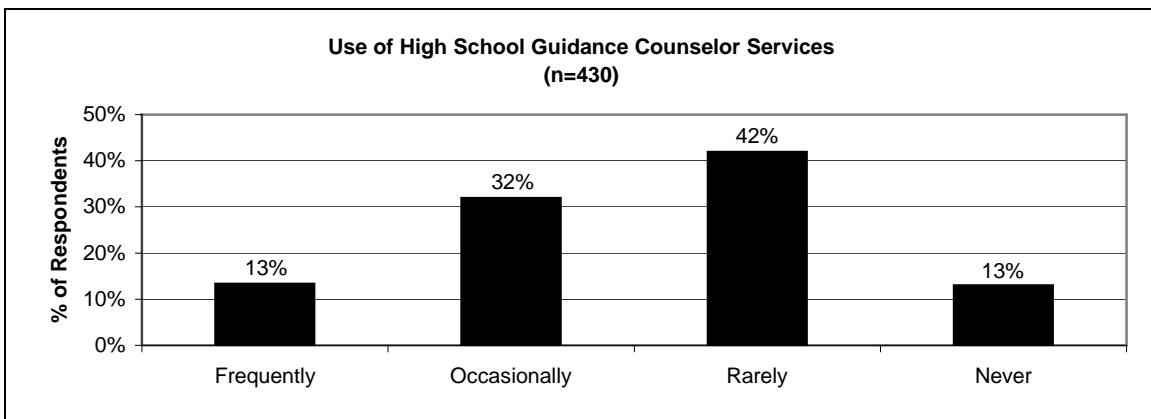
Over eight in ten respondents (81%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (55%) identified guidance counselors at school as a key resource regarding post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (25%) and parents/guardians (20%) as sources of information.



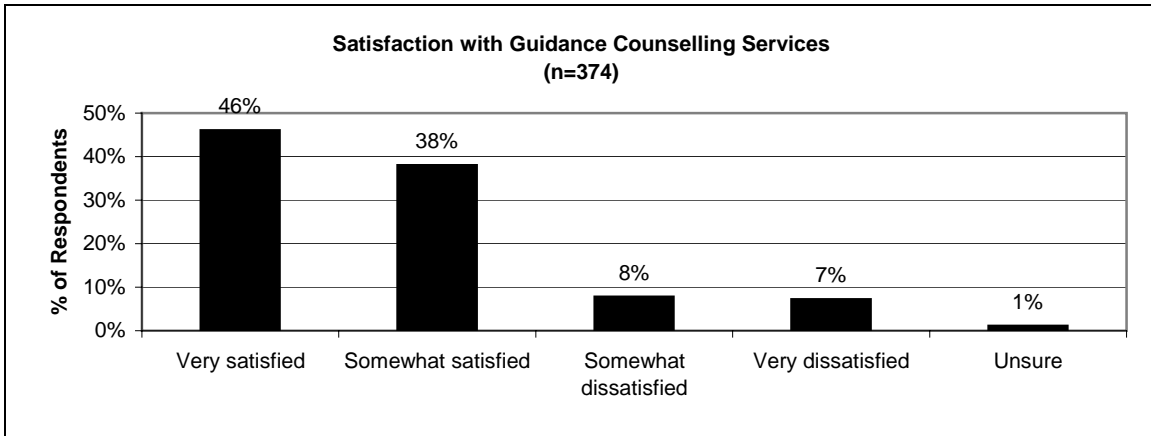
\*Multiple responses allowed

#### 2.4.4 Guidance Counselor Services

Almost all respondents from district 6 mentioned they had employed guidance counselor services during high school (87%), with the majority using these services on an occasional (32%) or rare (42%) basis.



Of the respondents who had used guidance counseling services during their high school years, the majority of respondents (84%) were satisfied<sup>4</sup> with the services they had received.



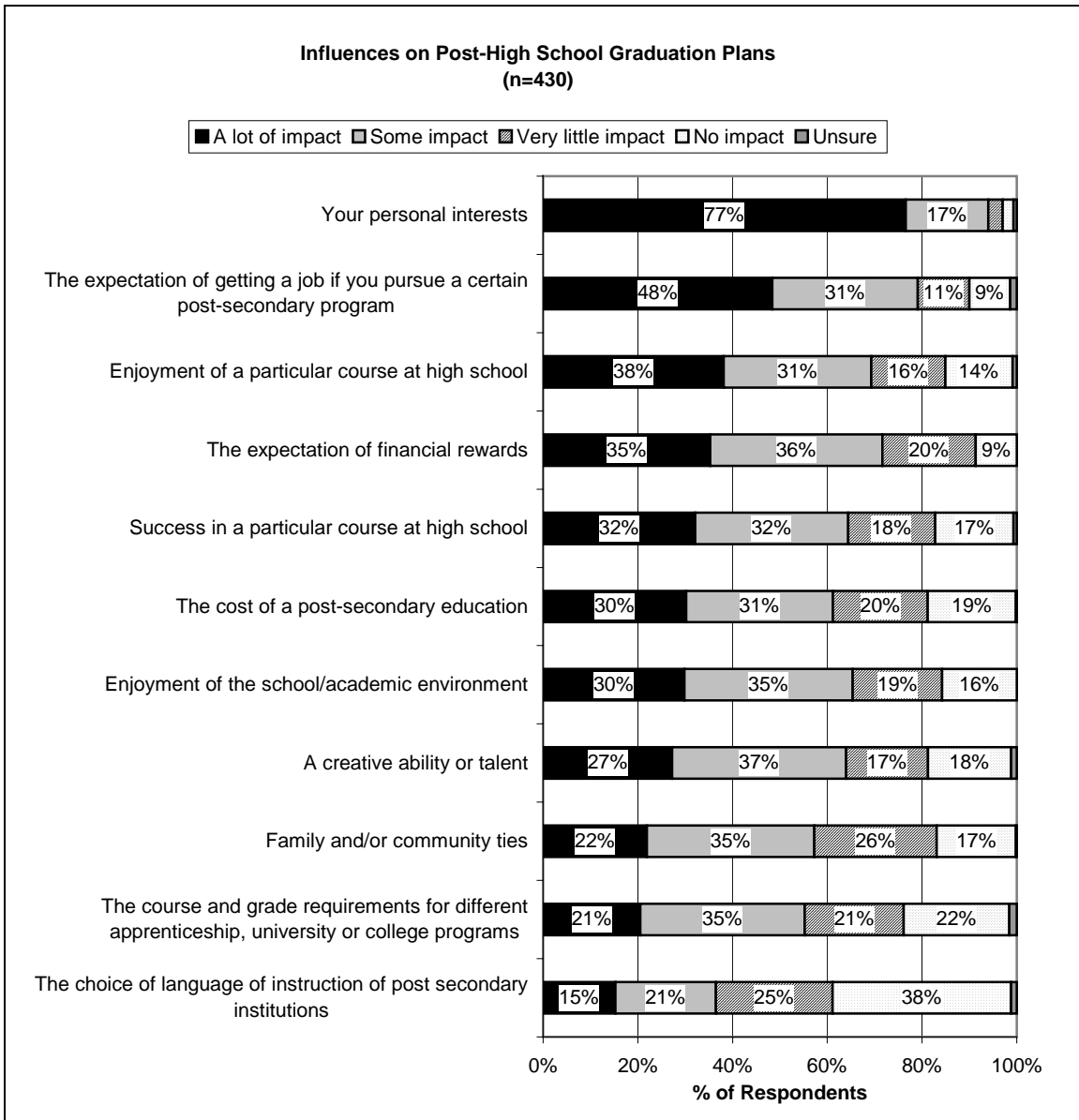
#### **2.4.5 Influences on Post-High School Activities**

Respondents were asked to rate eleven factors as to the extent to which they impacted their decision about what to do following graduation from high school. As illustrated in the chart below, personal interests appeared to play the biggest role in the respondents' path following high school (94%)<sup>5</sup>. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (79%), expectation of financial rewards (71%), and enjoyment of a particular course at high school (69%) were important factors in the decision. Factors that played a less prominent role in the decision included family and/or community ties (57%), the course and mark requirements for different programs (56%), and the choice of language of instruction at an institution (36%).

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<sup>4</sup> "Satisfied": Includes "very satisfied" or "somewhat satisfied".

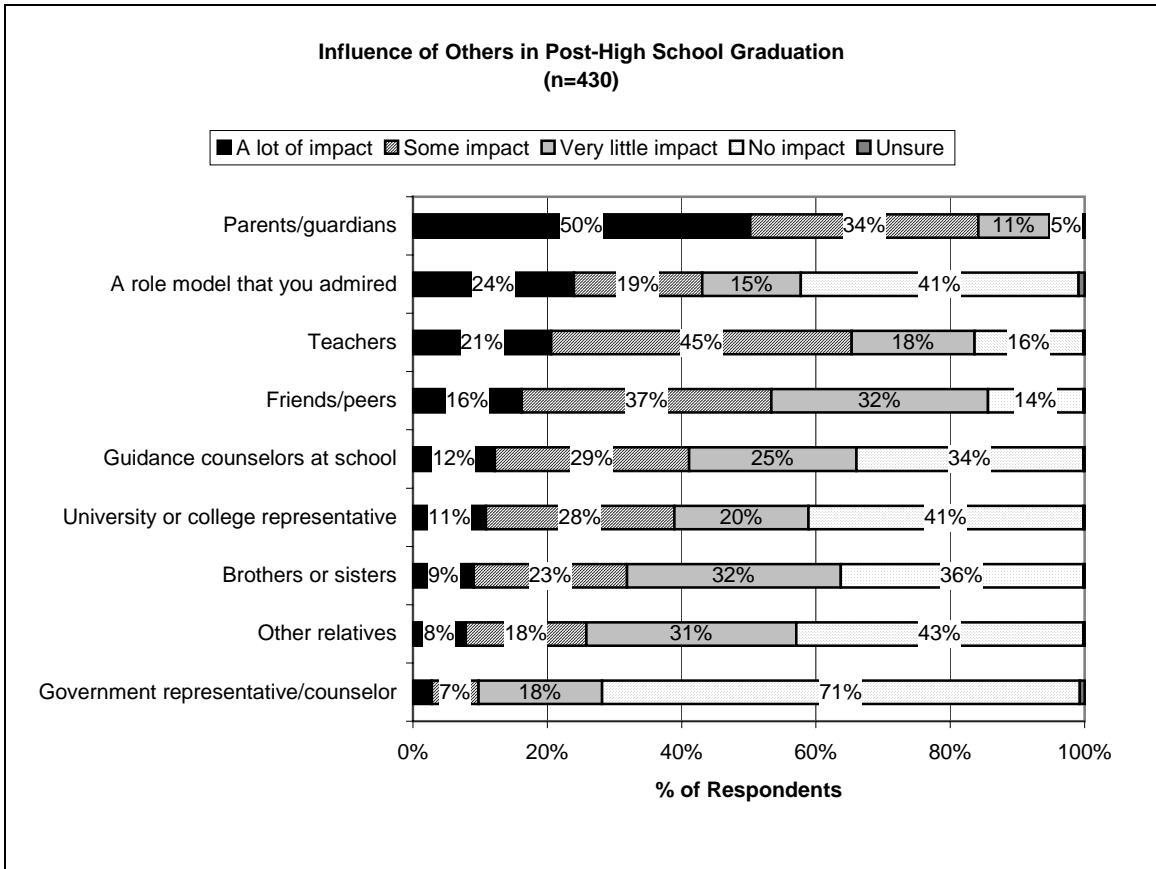
<sup>5</sup> Influence: Includes "a lot of impact" or "some impact".



In addition, respondents were asked to rate the level of influence that nine types of individuals had on their decision of what to do following high school. Parents and guardians (84%) had the most influence<sup>6</sup> on their decisions, followed by teachers (66%), friends/peers (54%), role models (43%), and guidance counselors (41%). University or college representatives (39%), brothers or sisters (32%), relatives (other than siblings and parents) (26%), and government representative/counselors (10%) had the least amount of influence on respondents' pursuits after graduation.

<sup>6</sup> Influence: Includes "a lot of impact" or "some impact".





## 2.5 Preparedness for Future Endeavors

Respondents were asked to rate how well they felt high school prepared them for their future endeavors and to provide suggestions on how schools could better prepare students for the future.

### 2.5.1 Post-Secondary Preparation

A majority of respondents (60%) felt that high school had provided them with the kind of study habits needed to pursue post-secondary education or training. The remaining respondents felt that high school either did not provide these habits (33%) or did so only in part (7%).

When asked how high school could better equip students with the study habits they needed to pursue post-secondary education, one-fifth of respondents mentioned being that high school should be more challenging (20%), study habits should be taught (13%), and independent work should be encouraged (8%).

<b>Suggestions for Improvement- Study Habits*</b>		
	(n=173)	% of Respondents
More challenging/greater workload/higher standards	35	20.2
Teach study habits/study workshops	22	12.7
Emphasize independent work/less babying	13	7.5
Teach more essay writing/reading/research skills	11	6.4
Mirror university style of teaching, testing	7	4.0
Increase course choices	6	3.5
Stricter teachers/more discipline	5	2.9
Better teachers/teaching methods/teaching skills	5	2.9
More teacher support	4	2.3
Other Mentions	18	10.6
Don't know/No answer	60	34.7

\*Multiple responses allowed

The majority of respondents (79%) felt that high school had provided them with the kind of academic preparation needed to pursue post-secondary education. Other respondents felt that high school either did not provide these habits (13%) or did so only in part (8%).

Respondents who felt they were not prepared academically to pursue a post-secondary education identified suggestions for improvement, such as increase and toughen workload (16%) and increase course choices (13%).

<b>Suggestions for Improvement-Adequate Academic Preparation*</b>		
	(n=90)	% of Respondents
More challenging/greater workload/higher standards	14	15.6
Increase course choices/more variety/co-op programs	12	13.3
Teach more essay writing/reading/research skills	5	5.6
More study in math	4	4.4
Increase/improve advanced courses or university preparation courses	3	3.3
Mirror university style of teaching	3	3.3
Emphasize independent work/less babying	3	3.3
More study in science	3	3.3
More practical experience/application	3	3.3
More relevant course work in general	2	2.2
More one on one with teachers/guidance counselor	2	2.2
Stricter teachers/more discipline	2	2.2
Inform students of university requirements/what to expect	2	2.2
Other Mentions	9	9.9
Don't know /No answer	28	31.1

\*Multiple responses allowed

*Life Skills and Suggestions for Improvement*

Seven in ten (71%) respondents felt that high school had provided them with the life skills necessary to pursue post-secondary education or training. Other respondents felt that high school either did not provide these skills (19%) or did so only in part (10%).

When asked to identify how high school could have prepared them better with regards to life skills, the most common suggestion was to increase instruction in life skills (20%), budgeting skills (14%), and time management skills (9%).

<b>Suggestions for Improvement-Life Skills*</b>		
	(n=125)	% of Respondents
Offer courses or workshops on life skills	25	20.0
Budgeting skills/financial	17	13.6
Time management skills	11	8.8
Offer more information/more classes on life skills	7	5.6
More challenging/greater workload/higher standards	5	4.0
Wider range of courses	4	3.2
Emphasize independent work/less babying	3	2.4
Other Mentions	10	8.0
Don't Know/No Answer	49	39.2

\*Multiple responses allowed

### 2.5.2 Workforce Preparation

Three-quarters (74%) of respondents indicated that high school had provided them with the necessary work-related skills to enter the workforce. In addition, 26% of respondents felt that high school either did not provide these skills (21%) or did so only partially (5%).

When asked to identify how they could have been better prepared for the workforce, respondents frequently suggested offering workshops on job finding skills (15%).

<b>Suggestions for Improvement-Adequate Preparation for the Workforce*</b>		
	(n=114)	% of Respondents
Offer courses or workshops (resume writing, interviews, etc.)	17	14.9
More practical experience/application	7	6.1
Increase trade related/work related courses	4	3.5
Emphasize independent work/less babying	3	2.6
Make work experience/co-op programs mandatory	3	2.6
Better selection of courses	3	2.6
Encourage more people to take the co-op program	3	2.6
Stricter teaching/more control	3	2.6
Provide more information on career choices	3	2.6
Other Mentions	5	4.5
Don't know/No answer	64	56.1

\*Multiple responses allowed

### **3.0 Experiences Following Graduation from High School**

#### **3.1 Profile of Survey Respondents**

A key objective of this study was to explore respondents' experiences following graduation from high school. When asked about their current life situation, 60% of 2002 respondents in district 6 indicated that they were attending a post-secondary institution at the time of the study, while 40% were working, unemployed, or engaged in another type of activity.

Furthermore, respondents from all districts can be classified into four distinct categories:

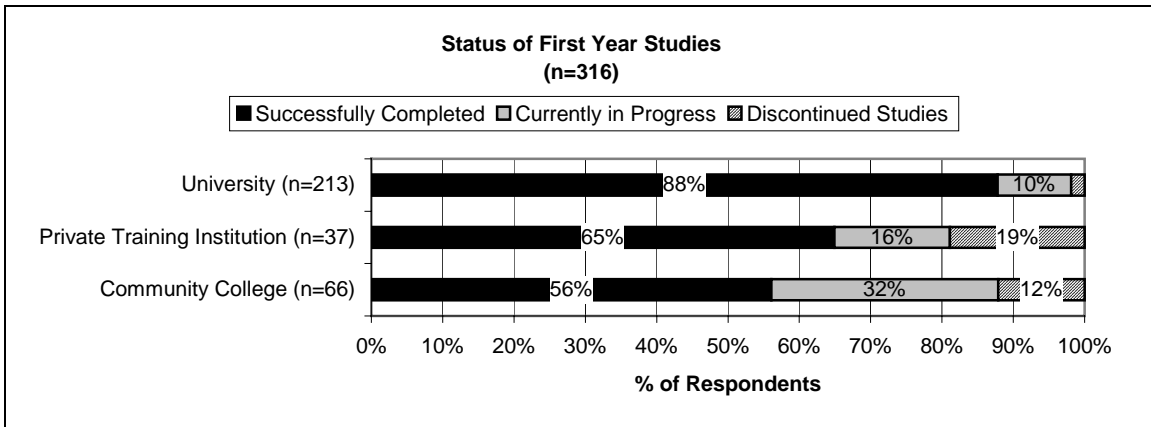
- respondents who were attending a post-secondary institution at the time of the survey (60%);
- respondents who had not yet attended a post-secondary institution (27%);
- respondents who had attended a post-secondary institution and discontinued their studies (8%); and
- respondents who had attended a post-secondary institution and fully completed their program (5%).

#### **3.2 Completion Rate for First Year of Studies**

Nearly three-quarters (73%) of respondents had attended a post-secondary institution since graduation from high school in June 2002. Of these respondents, over three-quarters (79%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one year or less than one-year program), and 16% were in the process of completing their first year of studies.

Respondents who had attended a university reported the highest completion rate of their first year (88%), followed by respondents who had attended a private training institution (65%), and those who had attended a community college (56%). However, it should be noted that one-third of respondents who had attended community college (32%), 16% of respondents who had attended a private training institution, and 10% of respondents who had attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

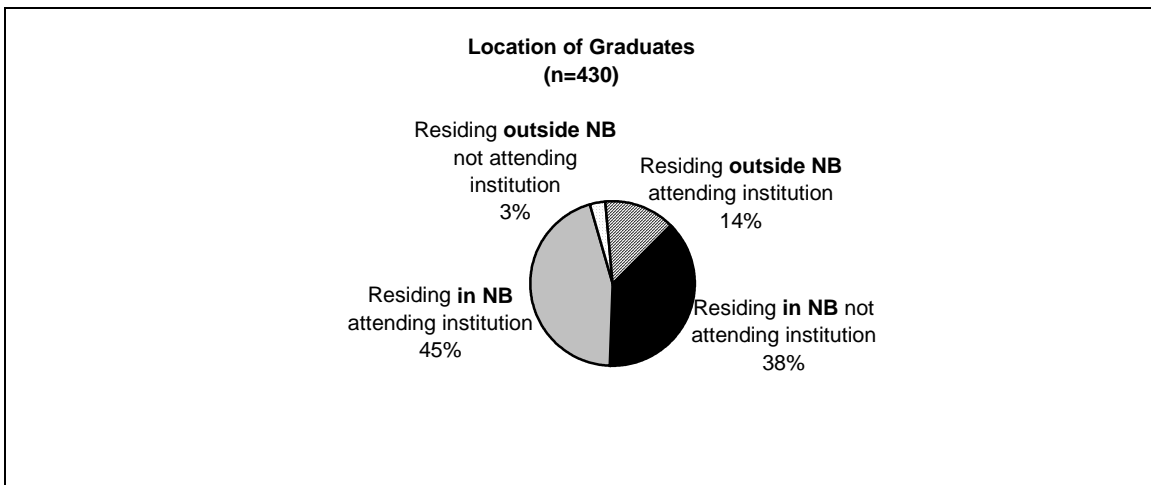


### 3.3 Mobility of Respondents

Overall, the majority (83%) of district 6 respondents resided in New Brunswick at the time of the survey. Of those who had remained in the province, 54% had remained to attend an educational institution, while 46% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 24% were unsure, 44% indicated they would leave, and 32% said they were unlikely to leave.

Of those who had migrated outside the province, 85% had relocated to attend an educational institution, while 15% had moved for family/personal reasons, to take advantage of increased job and earning opportunities outside the province, or to travel. When asked if they were likely to return to New Brunswick, 32% were unsure, 42% indicated they would return, and 26% said they were unlikely to return.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.



## 4.0 The Post-Secondary Education Experience

### 4.1 Section Overview

The following section summarizes the findings for those respondents who were enrolled in post-secondary studies at the time of the survey. Respondents were asked about their experiences with post-secondary education including type of institution, scope of study, future expectations, financing, and expectations for employment opportunities upon completion of studies. *The Survey of 2002 New Brunswick High School Graduates* determined that, at the time of the survey, 60% of respondents from district 6 were engaged in post-secondary studies.

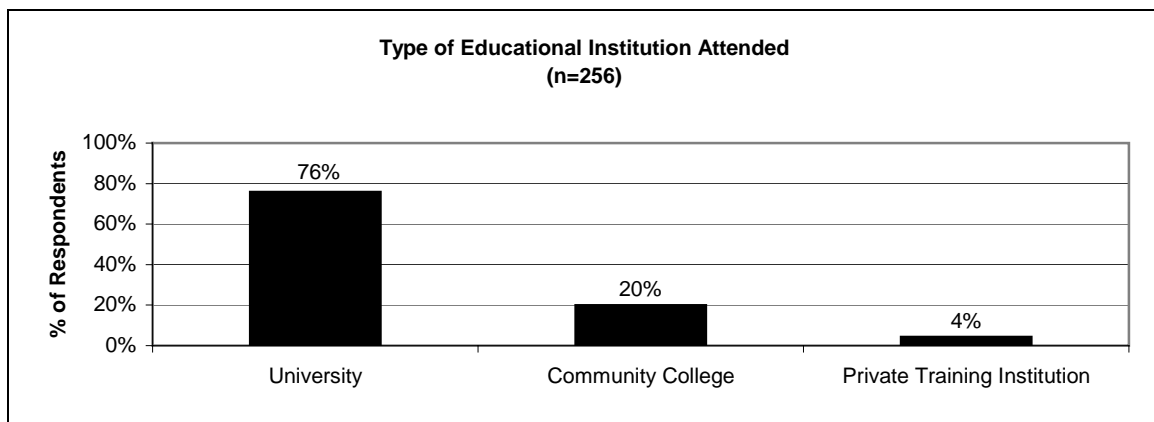
Overall, 75% of respondents engaged in post-secondary studies at the time of the study indicated they had been in attendance at the same institution since the fall of 2002, immediately following graduation from high school. Those respondents who indicated that they had not been in attendance at this institution since graduation were asked to identify their main activity in the period between high school graduation and enrollment at their current institution. Respondents indicated that they were working full-time prior to their studies (48%), attending another post-secondary institution (31%), working part-time (13%), traveling (6%) or upgrading high school marks (2%).

### 4.2 Selection of Post-Secondary Institution

Respondents currently attending a post-secondary institution were asked to identify the name, type and location of the institution, as well the factors influencing their choice of institution.

#### 4.2.1 Name and Type of Institution

At the time of the survey, the majority of respondents (76%) who were attending a post-secondary institution at the time of the survey were attending a university. The remaining respondents were either attending a community college (20%) or a private training institution (4%).





At the time of the study, four in ten respondents from district 6 who were engaged in post-secondary studies were attending the University of New Brunswick (40%), followed by a New Brunswick Community College (17%). The majority of respondents indicated they were engaged in studies at their institution of choice (89%).

<b>Name of Post-Secondary Institution</b>		
	(n=256)	% of Respondents
University of New Brunswick	103	40.2
NBCC / CCNB	44	17.2
St. Thomas University	24	9.4
Dalhousie University	12	4.7
Mount Allison University	10	3.9
St. Mary's University	8	3.1
Queen's University	7	2.7
St. Francis Xavier University	5	2.0
Other Mentions	43	16.8

#### **4.2.2 Location of Institution**

The majority of respondents (76%) had chosen to attend a post-secondary institution within New Brunswick, while 24% of respondents had chosen to attend an institution outside their home province.

<b>Location of Institution</b>		
	(n=256)	% of Respondents
New Brunswick	195	76.2
Ontario	18	7.0
Nova Scotia	36	14.1
Other Mentions	7	2.7

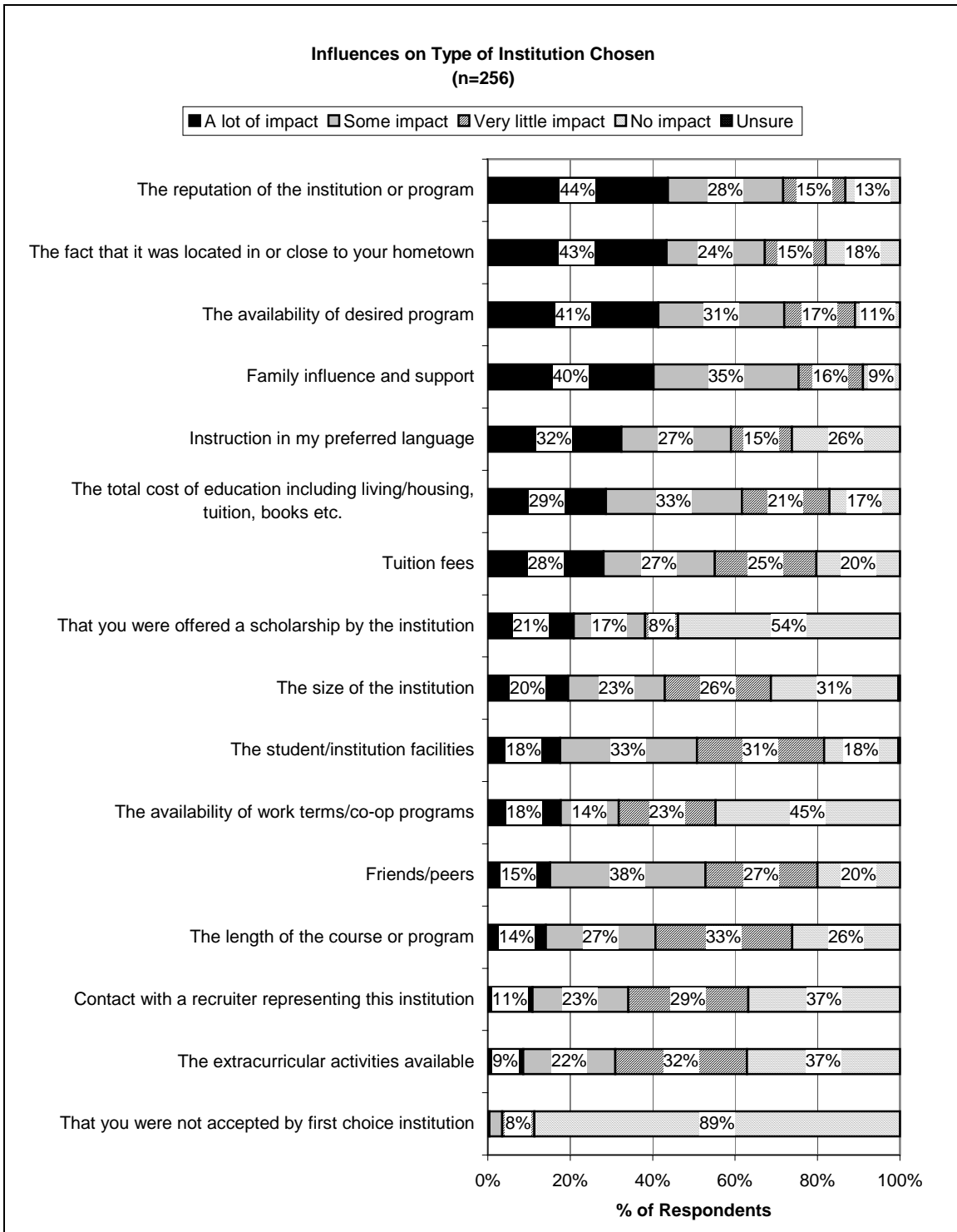
### **4.2.3 Influences on Type of Institution Chosen**

To determine the impact of select factors on the choice of what type of institution to attend, respondents were asked to rate sixteen factors on the impact each had on their decision. The factor with the most influence<sup>7</sup> on the respondents' decision of what type of institution to attend was family influence and support (75%). Second to this, respondents cited the reputation of the institution or program (72%), the availability of their desired program (72%) and a location near one's hometown (67%) as important factors.

The factors that had the *least* amount of influence on the respondents' decision was that they were offered a scholarship from the institution (38%), contact with a recruiter representing the institution (34%), the availability of work terms/co-op programs (32%), the extracurricular activities available at the institution (31%), and not being accepted by their first choice of institution (3%).

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<sup>7</sup> Influence: Includes "a lot of impact" or "some impact"

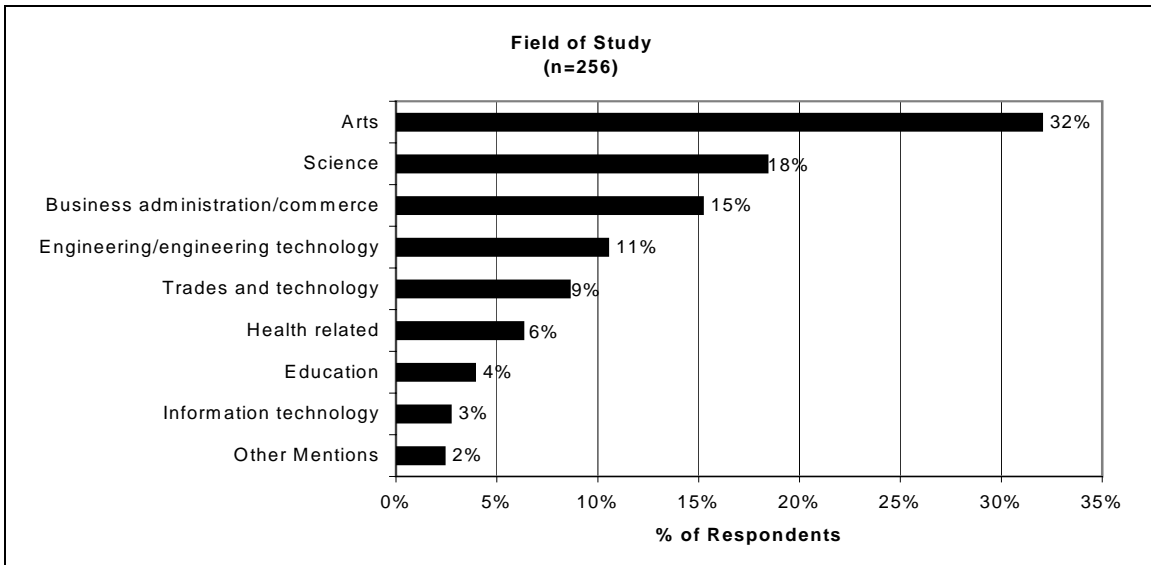


### 4.3 Scope of Study

Respondents were asked about their current program of study including their educational status, field of study, outcome and length of program.

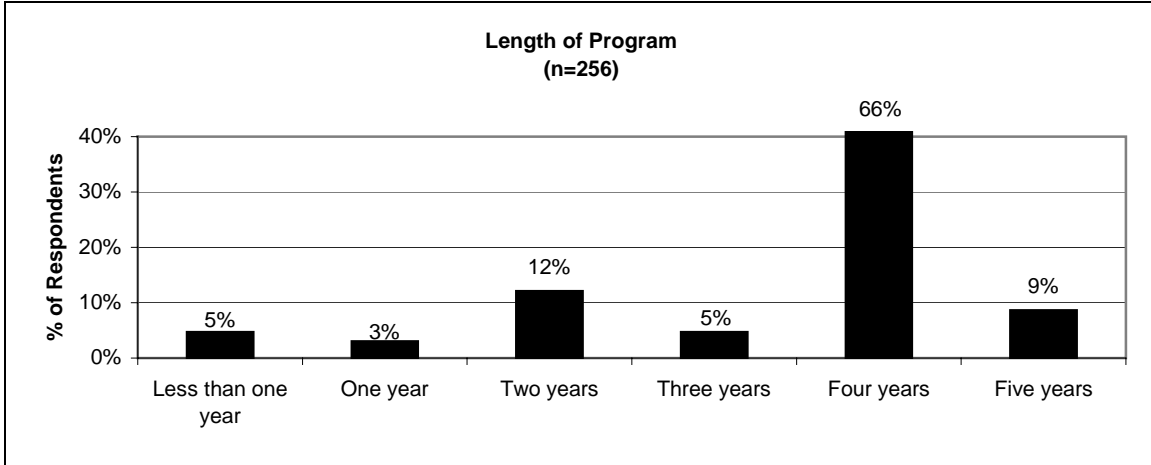
#### 4.3.1 Educational Status and Field of Study

Nearly all respondents from district 6 who were pursuing post-secondary education at the time of the survey were attending classes full-time (96%). The most common fields of study reported by respondents attending a post-secondary institution were arts (32%) and science (18%), followed by business administration/commerce (15%).



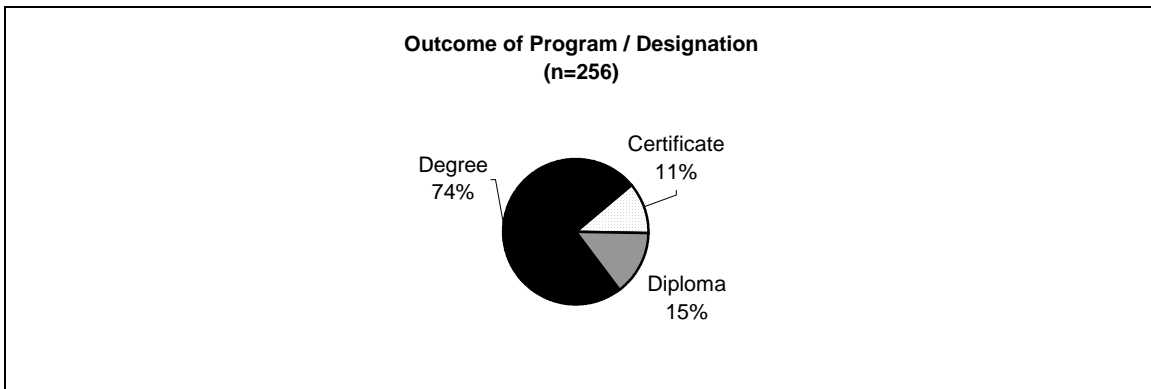
### 4.3.2 Length of Program

Respondents pursuing post-secondary studies were most often engaged in a four-year program (66%), followed by a two-year (12%) path of studies. As might be expected, respondents enrolled in a university were pursuing programs of longer duration (95% attending programs of four years in length) as compared to those attending community college (77% attending programs of two years or less) or a private training institution (91% attending programs of two years or less).



### 4.3.3 Outcome of Program of Study

The majority of respondents who were attending a post-secondary institution at the time of the survey indicated that they would receive a degree (74%) upon the completion of their program of study.

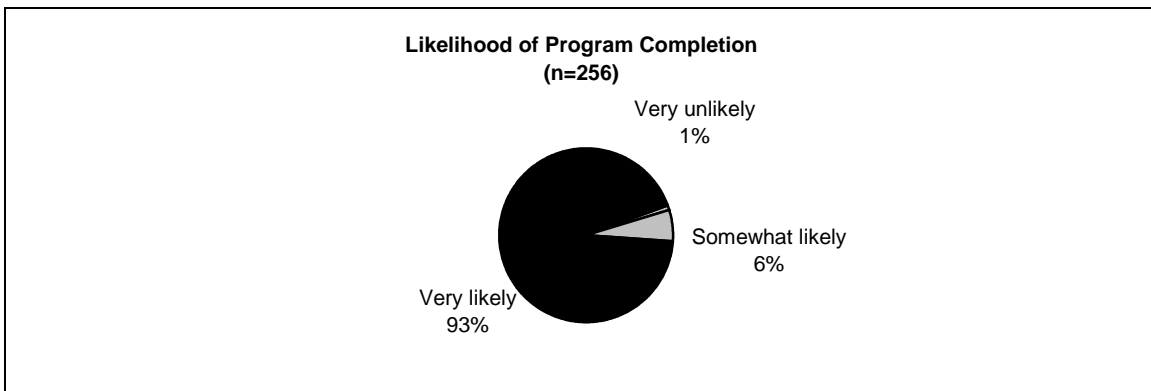


#### 4.4 Expectations for the Future

In this section, respondents' expectations for the future were explored including likelihood of finishing their program of study, and future plans for education.

##### 4.4.1 Likelihood of Finishing Program of Study

The overwhelming majority (99%) of respondents indicated they were likely<sup>8</sup> to complete the post-secondary program in which they were enrolled. The three respondents who reported that completing their program was unlikely<sup>9</sup> identified that planning on switching programs (n=2) or institutions (n=1) were reasons why they would be unlikely to complete their program<sup>10</sup>.



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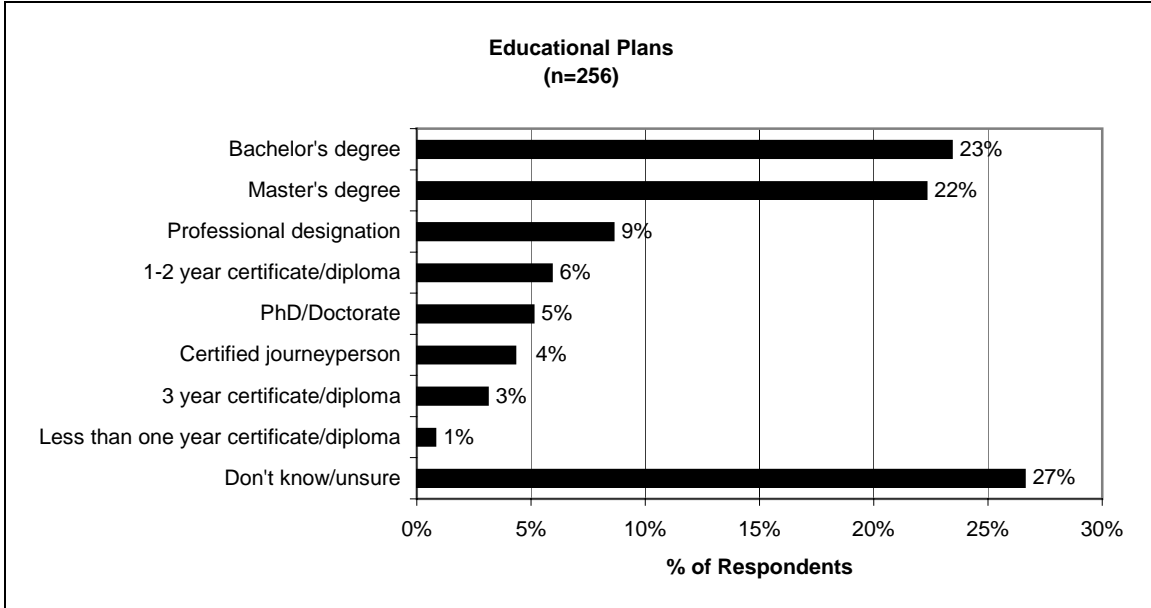
<sup>8</sup> Likely: Includes "very likely" or "somewhat likely".

<sup>9</sup> Unlikely: Includes "somewhat unlikely" or "very unlikely".

<sup>10</sup> Multiple Responses Allowed

#### 4.4.2 Future Plans for Education

A Bachelor's degree was the most common level of educational attainment aimed for by respondents (23%). Second to this, respondents most commonly mentioned a Master's degree (22%), professional designation (9%), 1-2 year certificate/diploma (6%), and a PhD/Doctorate (5%). In addition, over one-quarter of district 6 respondents (27%) currently engaged in post-secondary studies were unsure of how far they would go with their education.

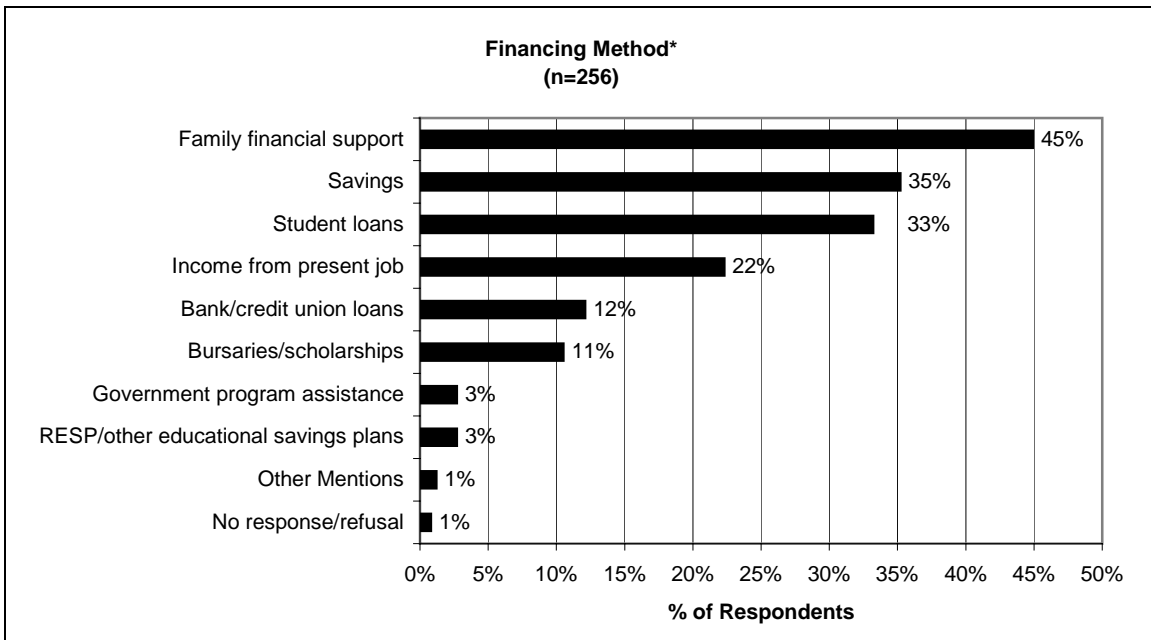


#### 4.5 Financing Post-Secondary Education

In this section, respondents were asked about methods of financing post-secondary education and sources of financial advice.

##### 4.5.1 Method of Financing

Over one-third of district 6 respondents engaged in post-secondary studies indicated they were financing their education through family financial support (45%), while over one-half (57%) were making a personal financial contribution to their education through savings (35%) or personal income (22%). A further 33% of respondents financed their education through student loans.



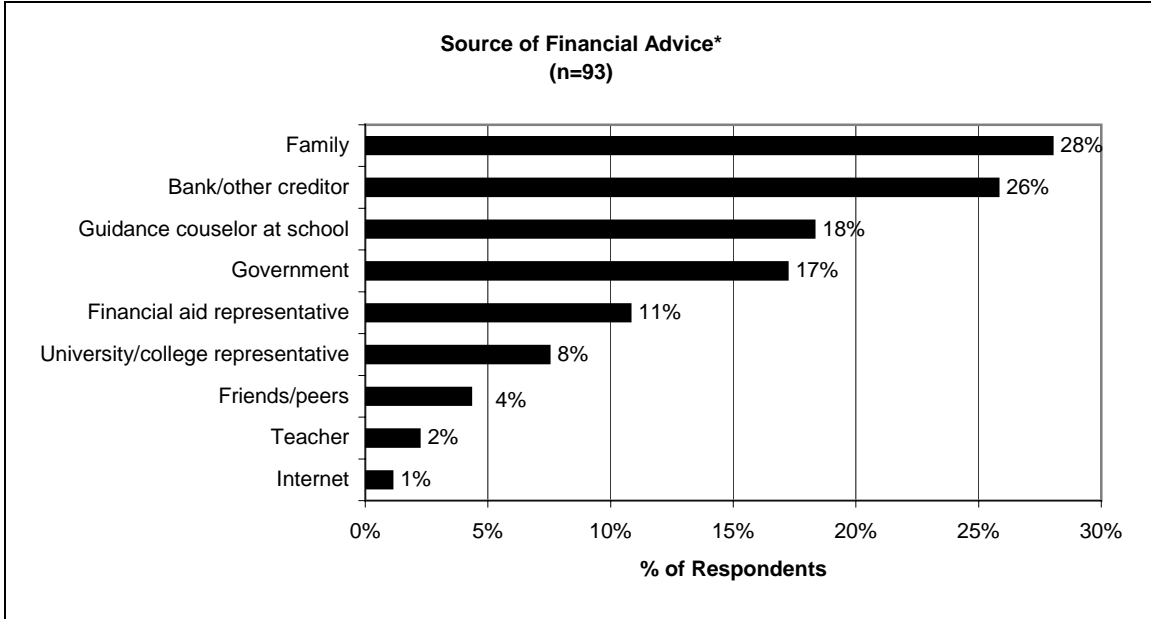
\*Multiple responses allowed



#### 4.5.2 Source of Financial Advice

Of the respondents who were enrolled in a post-secondary institution at the time of the survey, over one-third (36%) reported they had sought financial advice or information regarding financing their post-secondary education.

Those who had sought advice most commonly received this advice from family (28%), a bank or creditor (26%), or from a guidance counselor at school (18%).

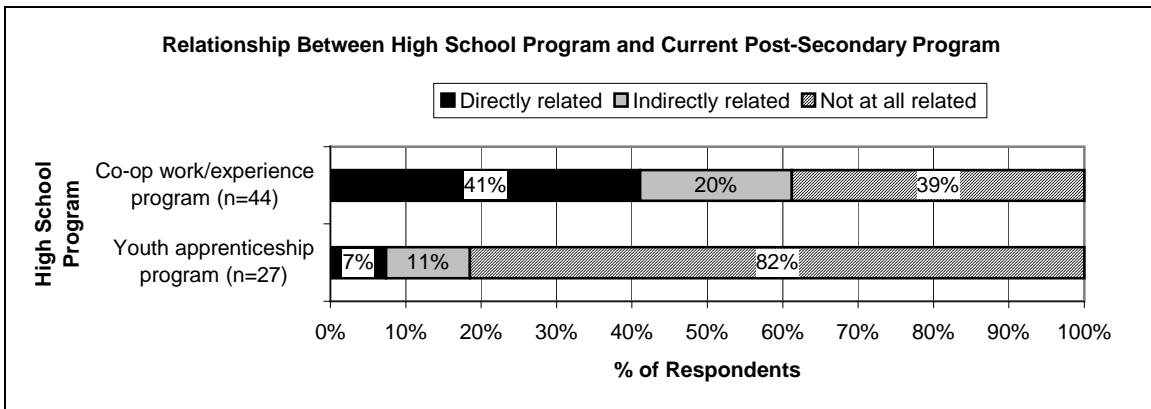


\*Multiple responses allowed

When asked to rate their satisfaction with the financial advice they received, 86% of respondents indicated they were at least somewhat satisfied (48% very satisfied, 38% somewhat satisfied).

#### 4.6 Relationship of High School Programs to Post-Secondary Education

Participation in a co-op/work experience program during high school clearly bore a stronger relationship to the selection of a post-secondary program than did participation in a youth apprenticeship program. Approximately 61% of respondents who had participated in a co-op/work experience program reported that their current program of study was directly (41%) or indirectly (20%) related to the co-op/work experience program they completed in high school. In contrast, 82% of respondents who participated in a youth apprenticeship program indicated there was no relationship between the two programs.



#### 4.7 Opportunities After Completion of Post-Secondary Education

Respondents were asked about opportunities for employment after completion of their post-secondary education, including mobility and confidence in obtaining employment in the province.

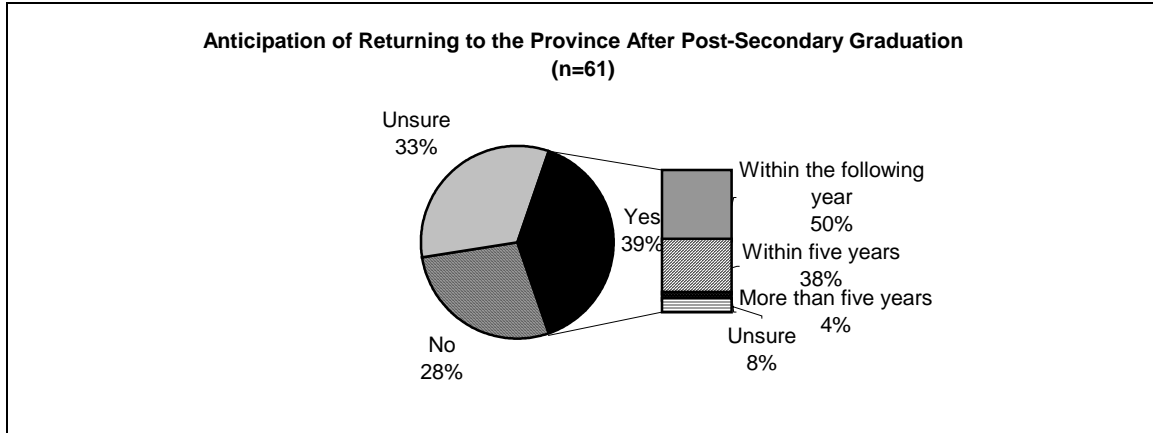
##### 4.7.1 Respondents Currently Attending an Institution Outside New Brunswick

Respondents who were attending an institution outside New Brunswick most commonly reported doing so because they wanted to complete their post-secondary education or training outside the province (33%), the program they wanted was not offered in New Brunswick (26%), and programs were perceived to be of higher quality at out of province institutions (16%).

<b>Reasons for Attending an Institution Outside of New Brunswick*</b>		
	(n=61)	% of Respondents
Wanted to do my post-secondary outside the province	20	32.8
The program I wanted is not offered in New Brunswick	16	26.2
Programs are of higher quality at out of province institutions	10	16.4
New experience/ new places/ better reputation	4	6.6
Personal/family reasons	3	4.9
Better scholarships available outside the province	2	3.3
Rather another institution	1	1.6
No specific reasons	5	8.2

\*Multiple Responses Allowed

Approximately four in ten respondents (39%) attending an institution outside New Brunswick planned to return to the province after completion of their program of studies. Of these respondents, the majority (50%) anticipated returning within the first year following graduation.



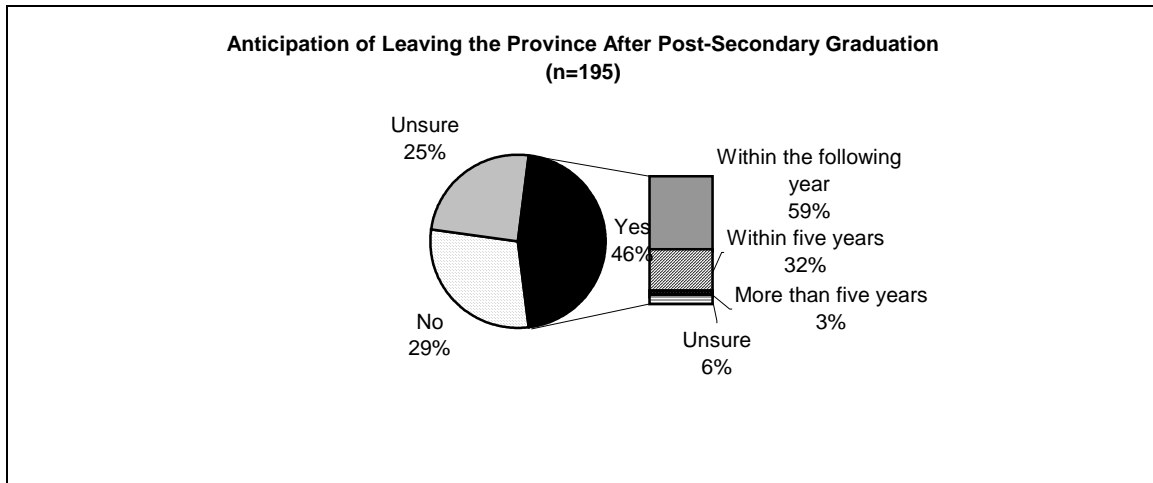
The top reasons cited for not returning to New Brunswick (by those who did not plan to return or were unsure if they would return) were better job opportunities elsewhere (38%) and fewer of such in New Brunswick (16%).

<b>Reasons for Not Returning to the Province*</b>		
	(n=37)	% of Respondents
Better job opportunities	14	37.9
Lack of jobs/fewer job opportunities	6	16.2
Lack of jobs in chosen field	4	10.8
Rather live in big city	4	10.8
To travel/see other places	4	10.8
Personal/family reasons	1	2.7
Further education	1	2.7
Current employment	1	2.7
Unsure	2	5.4

\*Multiple Responses Allowed

#### 4.7.2 Respondents Currently Attending an Institution In New Brunswick

Of the respondents who were attending a post-secondary institution in New Brunswick at the time of the survey, 46% anticipated leaving the province after they finished their current post-secondary education or training with the majority of these respondents anticipating leaving within the year following graduation (59%).



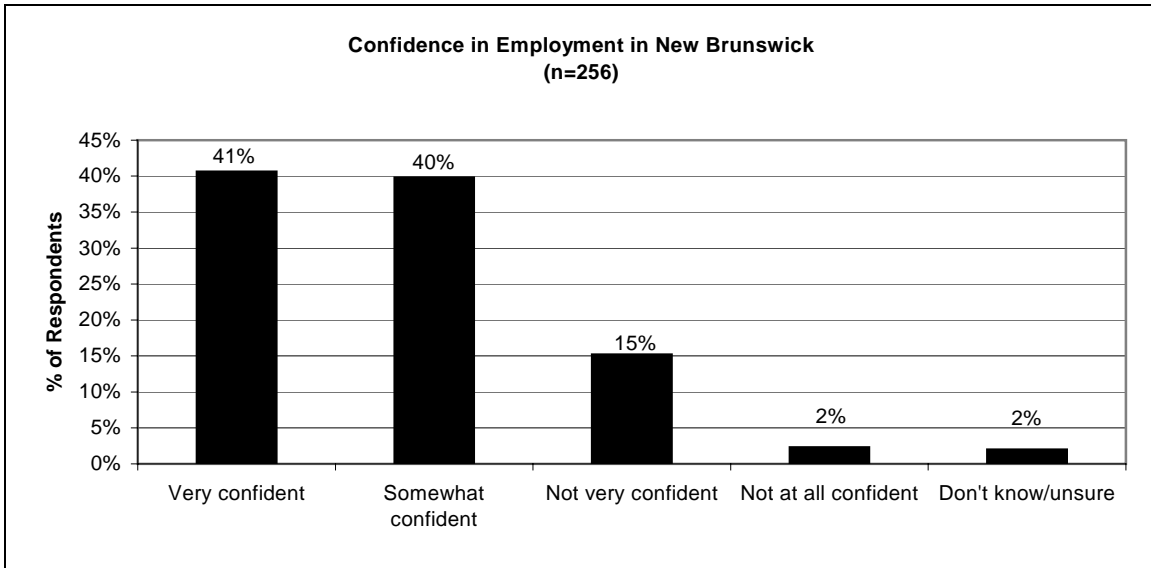
Respondents most commonly cited better job opportunities (41%) as motivations for leaving New Brunswick.

<b>Why do you anticipate leaving the province?*</b>		
	(n=90)	% of Respondents
Better job opportunities	37	41.1
Further education	17	18.9
To travel/ see other places	16	17.8
Better wages	6	6.7
For a change	3	3.3
Lack of jobs in chosen field	2	2.2
Other Mentions	4	4.4
Unsure	5	5.6

\*Multiple Responses Allowed

### 4.7.3 Employment in New Brunswick

All respondents attending a post-secondary institution at the time of the survey were asked about their perceptions of obtaining employment in New Brunswick following completion of their program of studies. Over eight in ten respondents (81%) felt confident<sup>11</sup> that they would be able to find employment in their field of study in New Brunswick after they finished their current post-secondary education, if they so desired.



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<sup>11</sup> Confident: Includes “very confident” or “somewhat confident”.

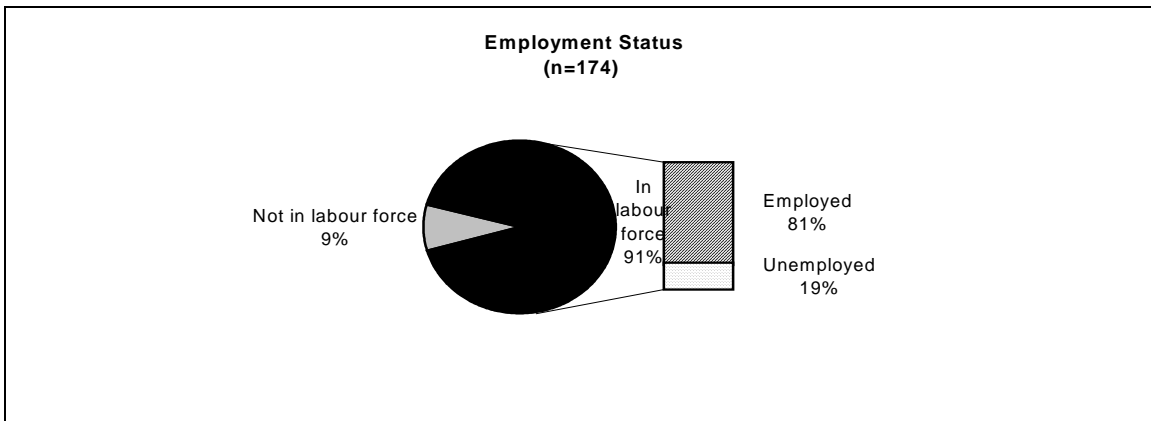
## 5.0 The Employment Experience

### 5.1 Section Overview

The following section summarizes the findings for the respondents who were not attending a post-secondary institution at the time of the survey. This includes those who had not yet attended a post-secondary institution, those who had attended a post-secondary institution but who had discontinued their studies, and those who had already completed their entire program of studies. Respondents were asked about their employment status during the reference week of January 4<sup>th</sup>-10<sup>th</sup> 2004, including details about their current position (if employed), and reasons for not working (if unemployed or not in the labour force). Respondents were also asked about their plans to leave or return to New Brunswick, and their future plans to pursue or return to post-secondary studies.

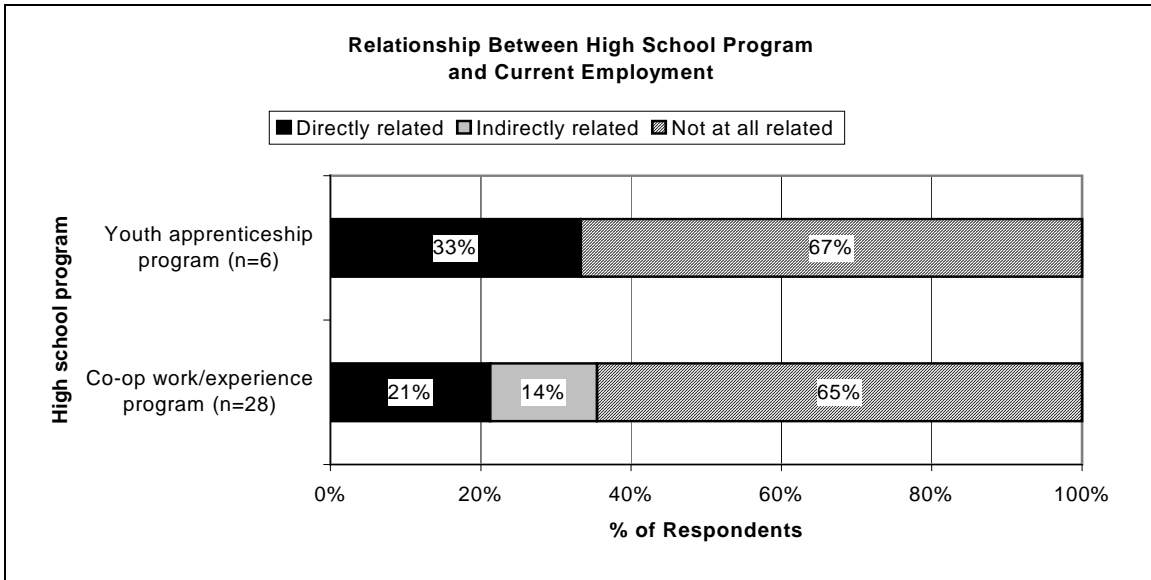
Overall, 40% of respondents from district 6 were not attending a post-secondary institution at the time of this study. Although not attending a post-secondary institution at that time, 35% of these respondents indicated they had attended a post-secondary institution at some point since graduation in June 2002. Of those who had had at least some post-secondary education, 42% reported successfully completing the entire program and 58% reported discontinuing their studies.

During the reference week, 91% of respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 9% were not. Of those respondents in the labour force, 81% were employed (full-time: 84%; part-time: 16%) and 19% were unemployed. It should be noted that respondents who indicated they were on a temporary leave of absence during the reference week were not asked the series of questions regarding the details of their current employment (type of job, number of hours etc.) and were therefore excluded from the analysis of these questions.



### 5.1.1 Relationship of Employment to Co-op/Work Experience Program

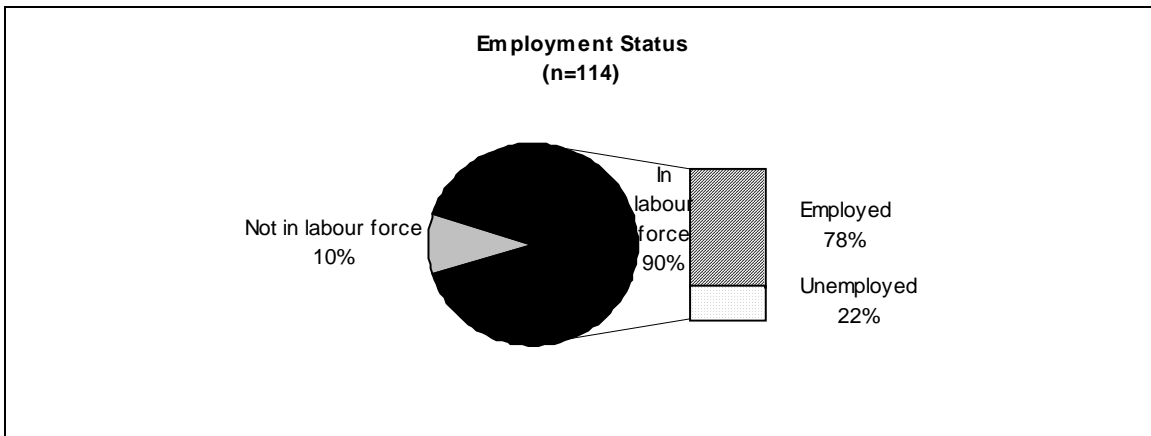
The majority of employed respondents who had participated in a co-op/work experience program during high school indicated that the program was not at all related to their current employment (65%). Similarly, the majority of employed respondents who had participated in a youth apprenticeship program felt that their job was not at all related to the program (67%).



## 5.2 Respondents Who Had Not Yet Attended a Post-Secondary Institution

### 5.2.1 Labour Force and Employment Status

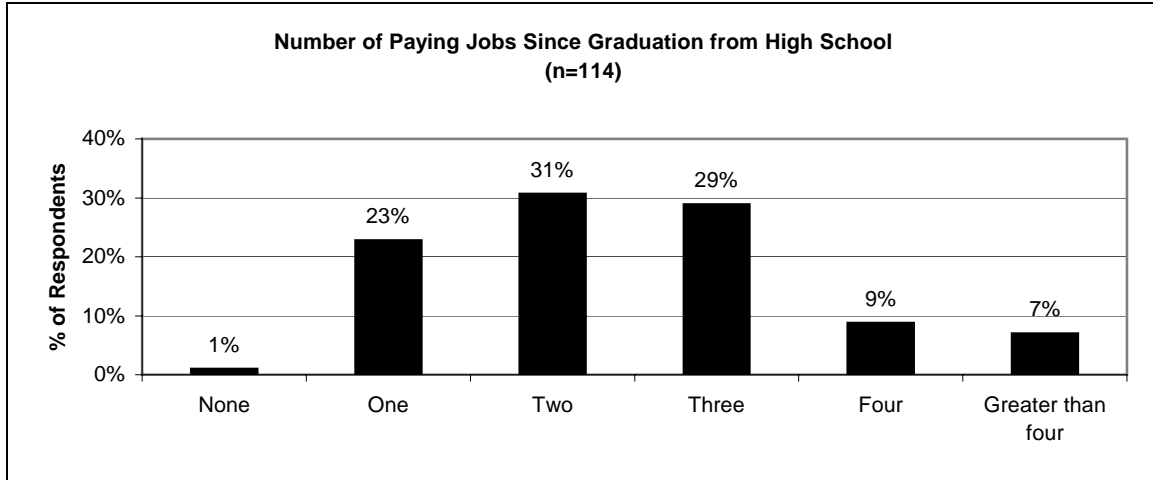
One-quarter (27%) of respondents from district 6 (114 respondents) had not yet attended a post-secondary institution at the time of the survey. During the reference week, 90% of these respondents were in the labour force, while 10% were not. Of those respondents in the labour force, 78% were employed (full-time: 83%; part-time: 17%) and 22% were unemployed.





*Number of Jobs*

On average, respondents who had not yet attended a post-secondary institution reported having 2.4 paying jobs since graduation from high school.

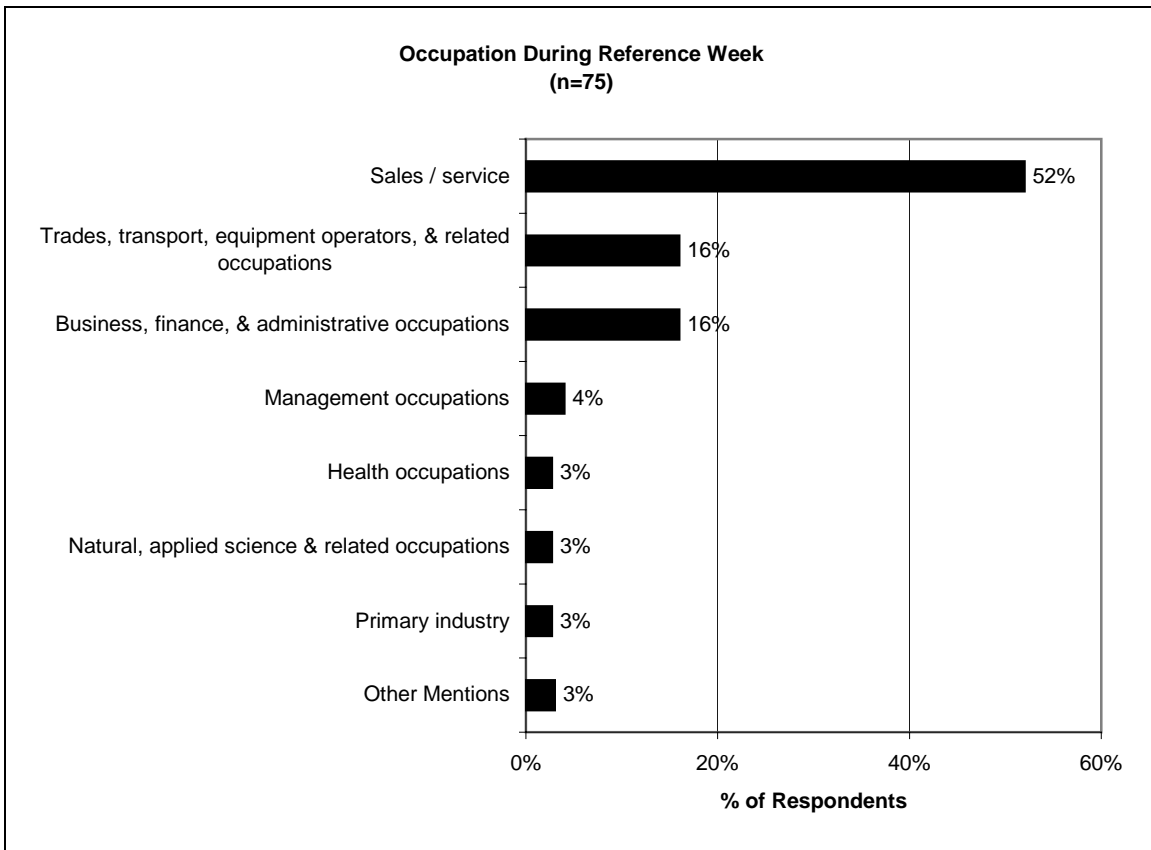


### 5.2.2 Respondents Working in Reference Week

Of those respondents who had not yet attended post-secondary studies, 66% were employed during the reference week. Of these employed respondents, 5% were participating in an apprenticeship program during the reference week.

#### Occupation

During the reference week, the majority of employed respondents reported working in a sales or service occupation (52%).



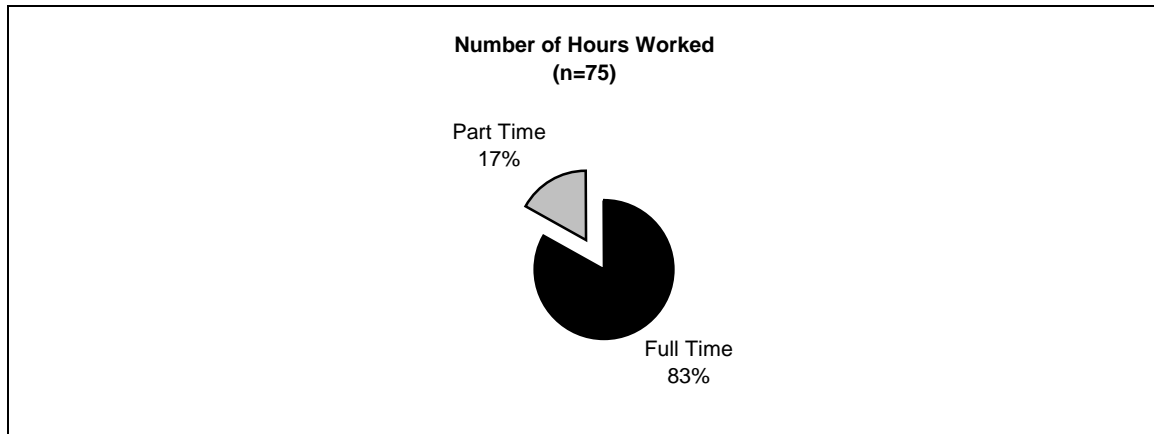
*Industry*

The majority of working respondents who had never engaged in post-secondary education reported holding positions in the retail trade industry (32%) during the reference week.

<b>Type of Business, Industry or Service During Reference Week</b>		
	(n=75)	% of Respondents
Retail Trade	24	32.0
Accommodations, food services	10	13.3
Administrative support, waste management & remediation	7	9.3
Construction	6	8.0
Professional, scientific, technical services	6	8.0
Other services (except public administration)	3	4.0
Arts, entertainment, recreation	3	4.0
Transportation & warehousing	3	4.0
Mining, oil & gas	3	4.0
Manufacturing	3	4.0
Agriculture, forestry, fishing, hunting	2	2.7
Health care & social assistance	2	2.7
Public administration	2	2.7
Wholesale trade	1	1.3

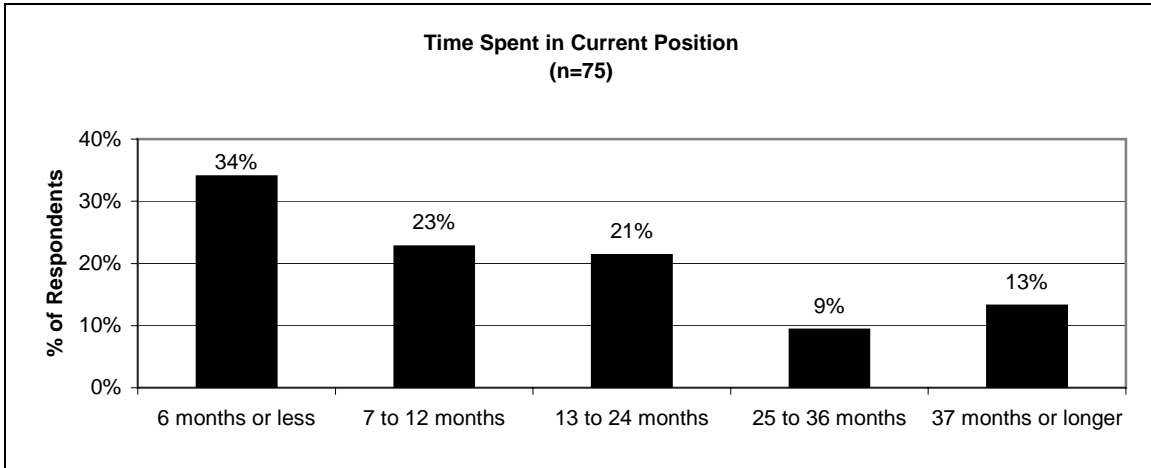
*Average Number of Hours Worked & Average Hourly Wage*

The majority (83%) of respondents who had not yet attended a post-secondary institution, but who were employed during the reference week, worked full-time. Overall, these respondents worked an average of 36.8 hours during that particular week and earned a mean hourly wage of \$8.30.



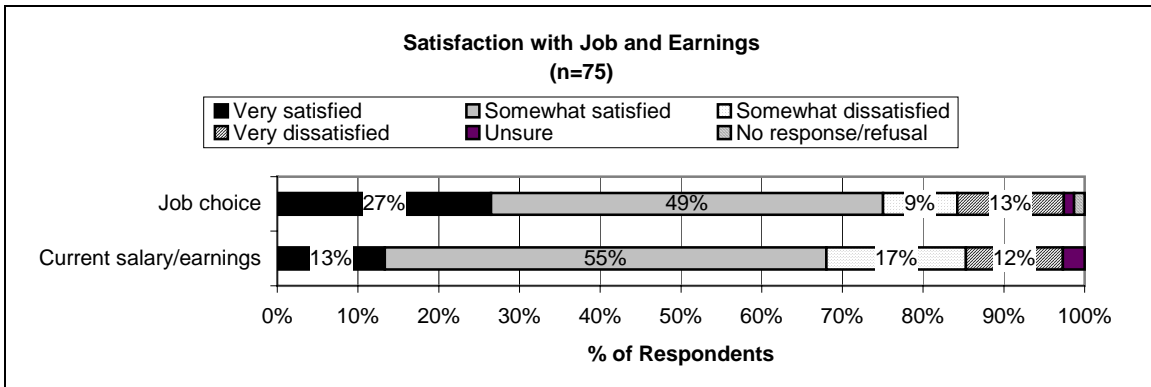
*Length of Time Employed in Current Position*

The majority of working respondents who had not yet attended a post-secondary institution had been employed in their current position for a mean period of 16.1 months at the time of the survey.



*Satisfaction with Job Choice and Salary*

Of those respondents who were employed, approximately seven in ten (68%) were at least somewhat satisfied with their current salary or earnings and a greater proportion was at least somewhat satisfied with their job choice (76%).



### 5.2.3 Respondents Not Working in Reference Week

#### *Respondents Looking for Work & Type of Employment*

This section summarizes the findings of those respondents who had not yet attended a post-secondary institution and who were unemployed or not in the labour force during the reference week. Of this segment of respondents, 68% were unemployed and 32% were not in the labour force. Of those unemployed, 66% were looking for employment during the reference week, 26% were waiting for a recall to work after a layoff, and 8% were waiting for a new job to start in the next four weeks. When asked what type of work they were looking for, 88% of those unemployed looking for work indicated they were seeking full-time employment and 12% had no preference.

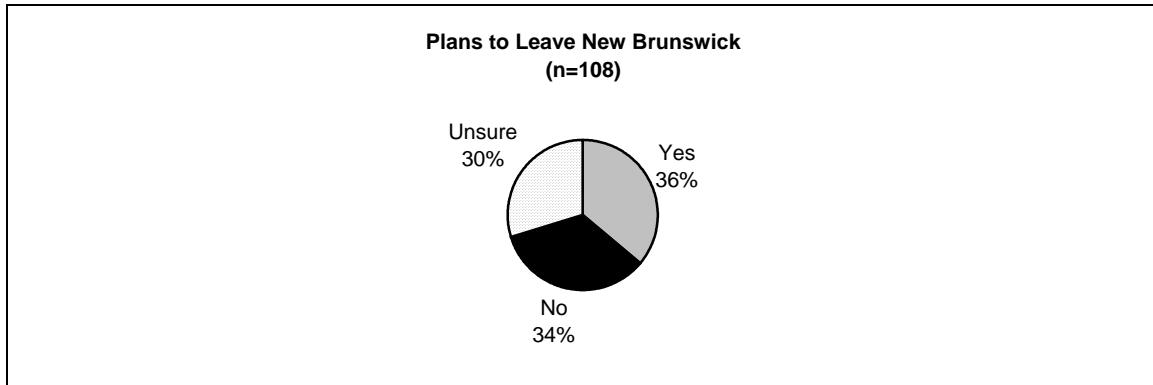
As shown below, unemployed respondents and those not in the labour force identified a wide range of reasons for not working during the reference week.

<b>Main Reason for Not Working During the Reference Week</b>				
	<b>Unemployed</b>		<b>Not in Labour Force</b>	
	(n=23)	% of Respondents	(n=11)	% of Respondents
Inability to find job related to your training/experience	10	43.5	4	36.4
Waiting for recall to work after a layoff	6	26.1	-	-
Traveling	2	8.7	1	9.1
Waiting for a new job to start in the next 4 weeks	2	8.7	-	-
Laid-off/fired/quit	2	8.7	-	-
No work available in area/looking for job	1	4.3	1	9.1
Maternity leave	-	-	1	9.1
Not working due to personal/family responsibilities	-	-	1	9.1
Not being bilingual	-	-	1	9.0
No response/refused	-	-	2	18.2

### 5.2.4 Mobility

#### *Place of Residence & Expectations for Leaving New Brunswick*

The majority (95%) of district 6 respondents who had not yet attended a post-secondary institution reported living in New Brunswick, however, 36% of these respondents anticipated leaving the province in the future. Of the remaining respondents, 34% indicated they did not expect to leave New Brunswick in the future and 30% were uncertain.



Of the respondents who anticipated leaving New Brunswick (n=39), 44% planned on leaving within the following year, 46% expected they would leave within the next five years, 5% anticipated leaving in more than five years, and 5% were unsure. Reasons given for choosing to leave the province differed. For example, approximately half (49%) of respondents expected to leave for better job opportunities elsewhere.

<b>Reason for Leaving New Brunswick*</b>		
	(n=39)	% of Respondents
Better job opportunities	19	48.7
To travel/see other places	6	15.4
Current employment/work	5	12.8
Further education	3	7.7
For a change	2	5.1
Better wages	1	2.6
Lack of jobs/fewer job opportunities	1	2.6
Personal/family reasons	1	2.6
Other Mentions	1	2.5

\*Multiple Responses Allowed

### *Motivations for Leaving & Expectations for Returning to New Brunswick*

The six respondents who were no longer residing in New Brunswick reported that family/personal reasons (n=3), more jobs (n=1) and money (n=1) opportunities outside the province, and nonspecific reasons (n=1) motivated the move<sup>12</sup>. Four of these respondents anticipated returning to New Brunswick in the future, whereas one graduate did not anticipate returning to New Brunswick and the remaining was unsure, on account of better job opportunities elsewhere (n=1) and the military (n=1)<sup>13</sup>. Of those respondents who expected to relocate, one planned to return within the following year, two within five years, and one in more than five years.

### **5.2.5 Reasons for Not Attending a Post-Secondary Institution**

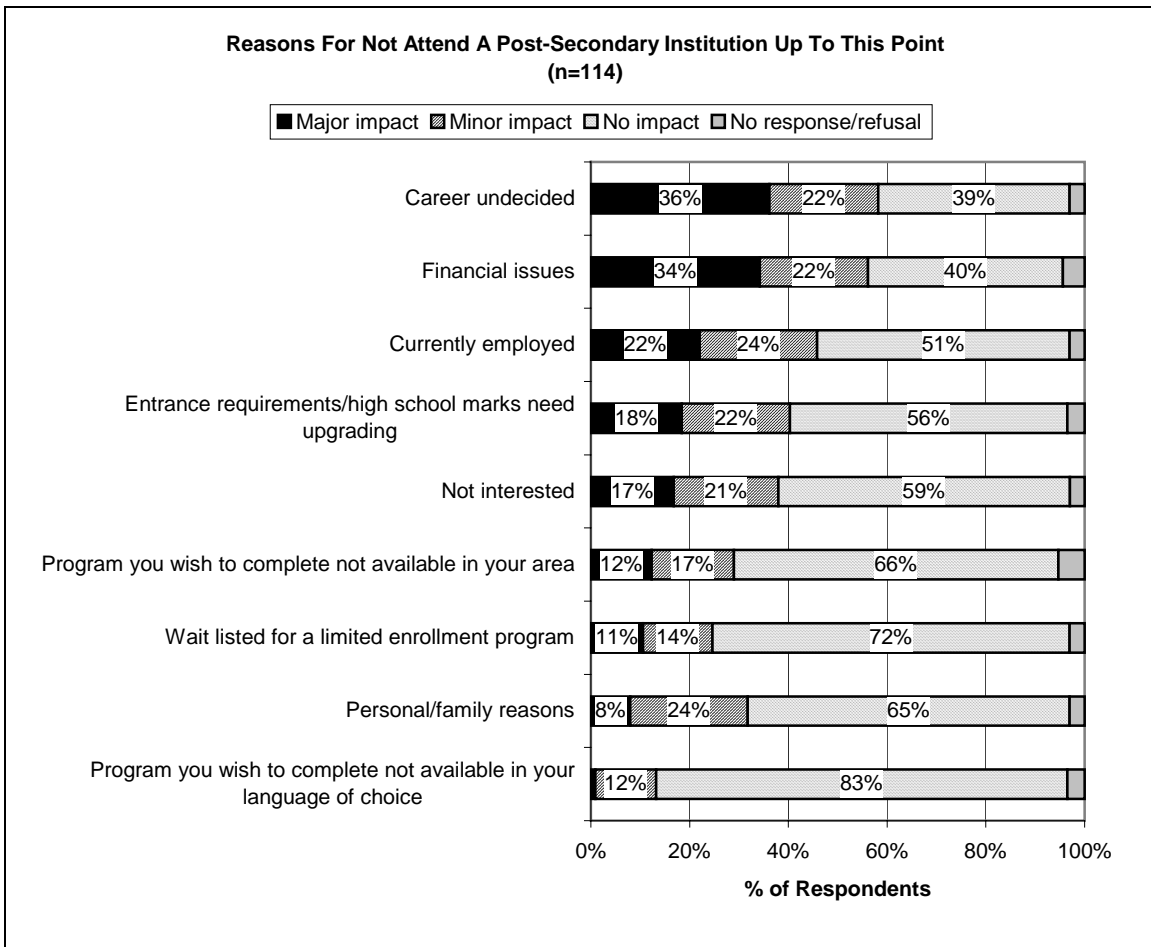
Nine potential barriers to post-secondary education were presented to the group of district 6 respondents who indicated they had not yet attended a post-secondary institution. Each respondent was asked to rank each factor as having had a major impact, minor impact or no impact at all on their decision not to pursue post-secondary studies at this time. Most frequently, this group of respondents reported that indecisiveness on a career (58%) had the most influence<sup>14</sup> on their decision not to attend a post-secondary institution, in addition to financial issues (56%) and being currently employed (46%). Only a small proportion of respondents indicated that being wait-listed for a limited enrollment program (25%) and not having a program of interest available in their language of choice (13%) were factors that had impact on their decision.

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<sup>12</sup> Multiple Responses Allowed

<sup>13</sup> Multiple Responses Allowed

<sup>14</sup> Influencing: Includes “major impact” or “minor impact”.



District 6 respondents who cited financial issues, lack of interest, career undecided, entrance requirements, personal/family issues, or current employment as impacting their decision not to attend a post-secondary institution at this time were presented with a list of additional factors specific to each issue. Each graduate was then asked to indicate whether or not any of these particular factors played a part in their decision to not attend a post-secondary institution at this time.

Of those respondents who cited “financial issues” as being a factor in their decision to not attend a post-secondary institution, most (72%) indicated that the fear of getting into too much debt played a part in their decision.

<b>Reasons for Citing FINANCIAL ISSUES</b>		
	(n=64)	% of Respondents
You are afraid of getting into too much debt	46	71.9
You were not able to get enough money to attend	35	54.7
The program you wish to take is too expensive	24	37.5



All respondents who had reported “not being interested in attending” as a factor in their decision not to pursue post-secondary education to date expressed a desire to attend in the future (95%), and take a break from formal learning (81%).

<b>Reasons for Citing NOT INTERESTED</b>		
	(n=43)	% of Respondents
You wish to attend sometime in the future	41	95.3
You wish to take a break from formal learning	35	81.4
You want to continue working and making money	32	74.4
You are planning on doing some traveling before deciding about a post-secondary education	19	44.2
You feel that a post-secondary education will not help you get a job	5	11.6
Other Mentions	2	4.7

Of those respondents who had indicated “career undecided” was a factor, most (88%) reported that being undecided between more than one career choice had played a part in their decision not to attend a post-secondary institution at this time.

<b>Reasons for Citing CAREER UNDECIDED</b>		
	(n=66)	% of Respondents
You are undecided between more than one career choice	58	87.9
You did not have sufficient information on your post-secondary options	19	28.8
Other Mentions	2	3.0

Most frequently, those who had cited “entrance requirements” as a factor that had an impact said not meeting the requirements for the *institution* (44%) or *program* (44%) they wanted to enter had played a part in their decision not to attend a post-secondary institution.

<b>Reasons for Citing ENTRANCE REQUIREMENTS</b>		
	(n=46)	% of Respondents
You did not meet the entrance requirements for the <b>institution</b> you wished to enter	20	43.5
You did not meet the requirements for the <b>program</b> you wished to enter	20	43.5
The pre-requisite courses were not available at your school	8	17.4
You are in high school upgrading your marks	4	8.7
Other Mentions	2	4.3

Respondents who reported “personal or family reasons” as a factor in their decision to not attend a post-secondary institution to date most frequently indicated that not wanting to leave their community and home (42%) and present family commitments (31%) had played a role.

<b>Reasons for Citing PERSONAL/FAMILY REASONS</b>		
	(n=36)	% of Respondents
You don't want to leave your community and home	15	41.7
Your present family commitments	11	30.6
Health reasons prevent you from attending	6	16.7
Lack of family support	5	13.9
Other Mentions	1	2.8

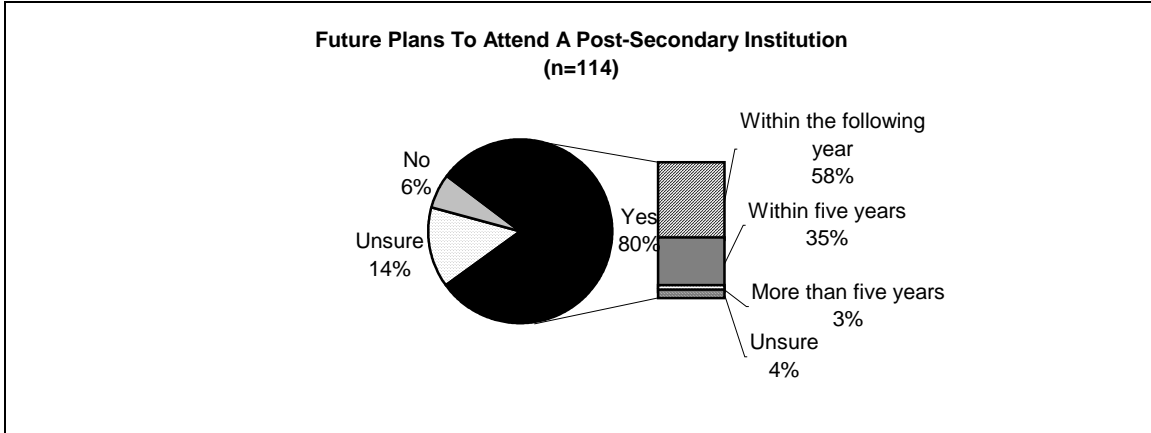
Most frequently, those respondents who indicated their “current employment” was a factor indicated that the need to support themselves had played a part in their decision not to attend a post-secondary institution (90%). Second to this, respondents cited a desire to work (77%) as a factor in the decision.

<b>Reasons for Citing CURRENT EMPLOYMENT</b>		
	(n=52)	% of Respondents
To support yourself	47	90.4
Working is what you want to do	40	76.9
To earn money for a specific non-post-secondary event (e.g. a trip, buying a car, etc.)	34	65.4
You are still undecided on your career path	34	65.4
To earn money for post-secondary education	31	59.6
You believe that your work experience will get you to your career goals	29	55.8
To support your family	9	17.3
You have started your own business	3	5.8
Other Mentions	2	3.8

### 5.2.6 Future Plans for Post-Secondary Education

#### Plans and Timing of Education

Eight in ten respondents (80%) who had not yet attended a post-secondary institution planned to attend one at some time in the future. The majority (58%) of those respondents who intended to pursue post-secondary education planned to go the following year.



#### Motivations for Pursuing Education

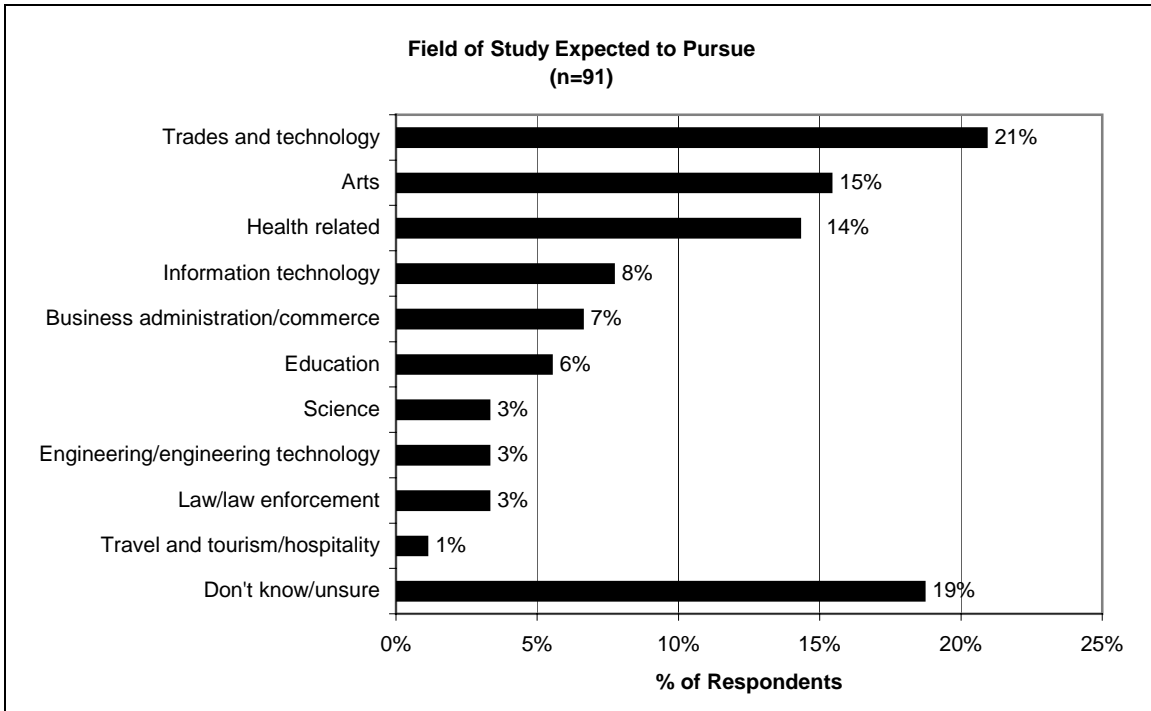
When respondents were asked about their motivations for attending a post-secondary institution in the future, the desire to get a better job or further career opportunities was by far the most frequently indicated reason (88%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=91)	% of Respondents
To get a better job/further career opportunities	80	87.9
To further education/better myself	5	5.5
Will have sufficient financial resources	2	2.2
Other Mentions	4	4.4

\*Multiple Responses Allowed

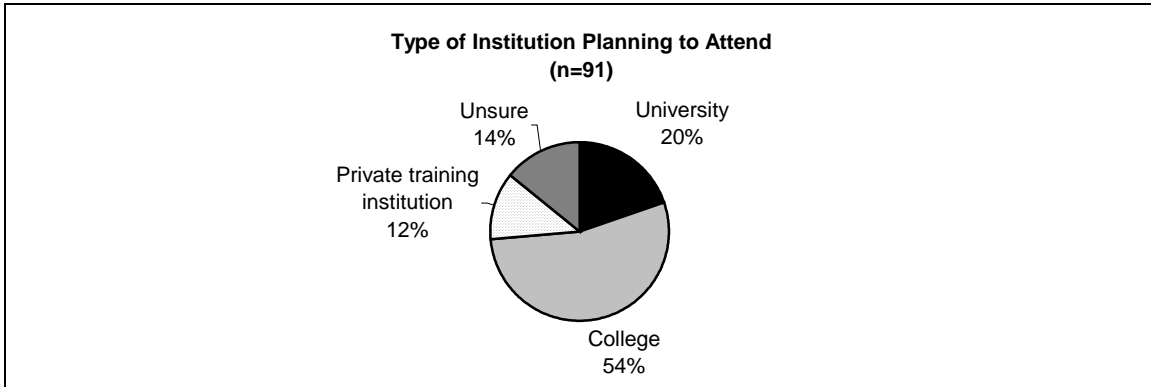
*Field of Study*

When asked what field of study they planned to pursue, this group of respondents most frequently indicated trades and technology (21%), followed by arts (15%) and health (14%). Approximately 19% of respondents were unsure of what field of study they would pursue.



*Type of Institution*

Over half (54%) of the respondents who anticipated pursuing post-secondary studies planned on attending a college, 20% planned on going to a university, 12% planned on attending a private training institution, and 14% were unsure what type of institution they would attend.



*Name of Institution*

Approximately one-third of respondents (34%) were unsure which post-secondary institution they would attend. The remaining respondents cited a New Brunswick Community College most frequently (40%).

Name of Post-Secondary Institution		
	(n=91)	% of Respondents
NBCC/CCNB	36	39.6
University of New Brunswick	8	8.8
Compu College	3	3.3
Holland College	2	2.2
St. Thomas University	2	2.2
Other Mentions	9	9.8
Unsure	31	34.1

*Location & Reasons for Leaving New Brunswick*

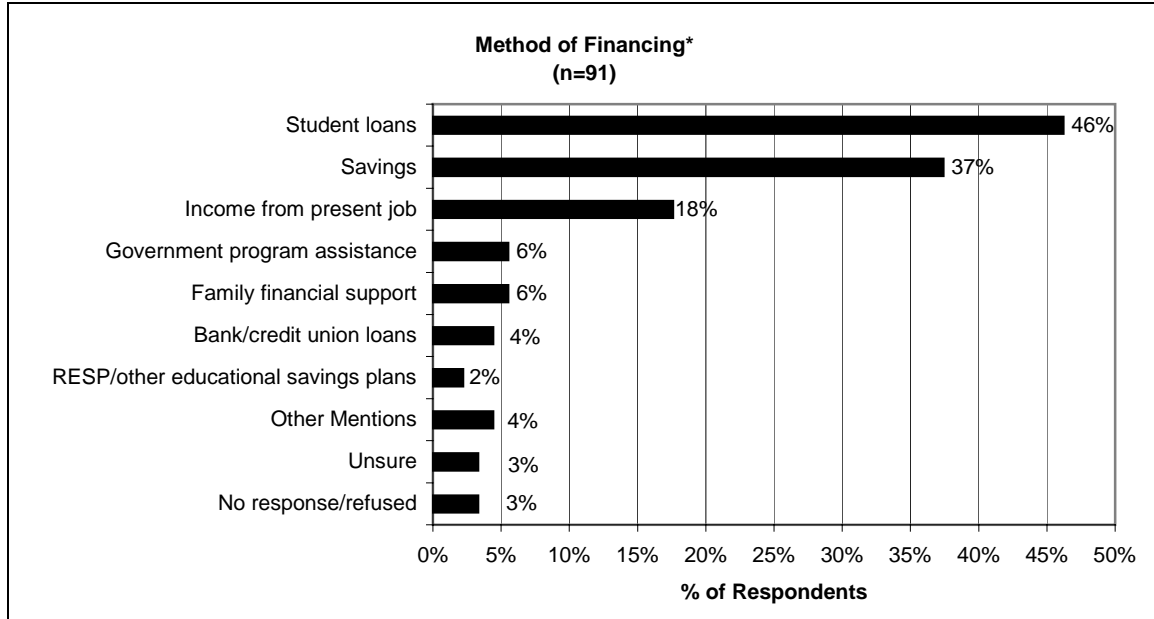
Most of these respondents who planned on pursuing post-secondary education planned to attend an institution in New Brunswick (81%). Those who planned to attend an institution outside the province (19% or n=17) most frequently attributed the move to the program they wanted not being offered in New Brunswick (29%).

<b>Reason for Attending an Institution Outside New Brunswick*</b>		
	(n=17)	% of Respondents
The program I wanted is not offered in New Brunswick	5	29.4
Just wanted to move	2	11.8
Programs are of higher quality at out of province institutions	1	5.9
Job/career related	1	5.9
Desired program not available in preferred language	1	5.9
Better scholarships are available outside New Brunswick	1	5.9
No specific reasons	7	41.2

\*Multiple responses allowed

### Source of Financing

The majority of respondents who planned to attend a post-secondary institution in the future intended to finance their studies through student loans (46%).



\*Multiple responses allowed

### 5.3 Respondents Who Had Attended and Discontinued Post-Secondary Studies

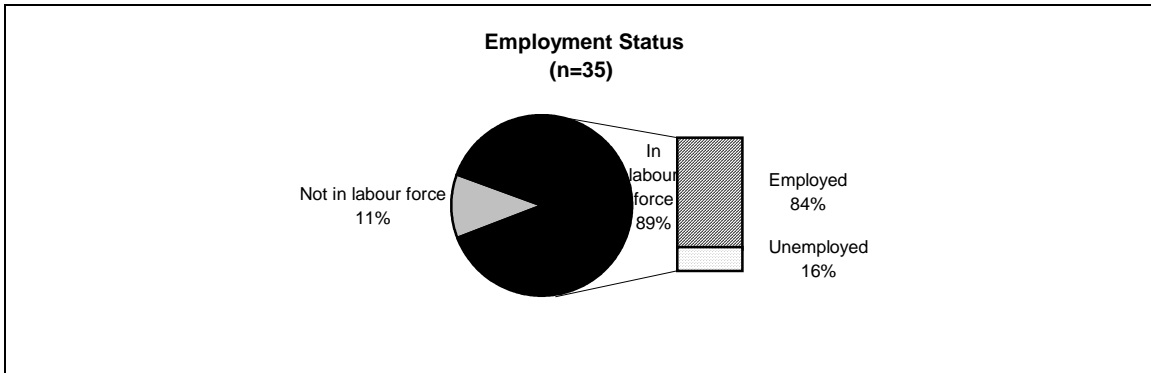
Overall, 8% of respondents (n=35) had attended a post-secondary institution since graduation in 2002 but discontinued their studies before completion. Those respondents who discontinued studies most often explained that the program was not what they had expected (23%), they had taken a break from rather than discontinued their studies (23%), or they had lost interest in the program (20%).

Reason for Discontinued Studies		
	(n=35)	% of Respondents
Program was not what you expected	8	22.9
Took a break from studies	8	22.9
Lost interest in program	7	20.0
Difficulty of program/academic failure	4	11.4
Personal/family/illness issues	3	8.6
Undecided on career	2	5.7
Financial reasons	1	2.9
Other Mentions	1	2.8
Unsure	1	2.8

For the most part, the majority of these respondents<sup>15</sup> had discontinued their studies at the end of the first year of a multi-year program (44%). The remaining respondents had discontinued studies before the completion of a program of one year or less (26%), during the first year of a multi-year program (19%), or during the second year of a multi-year program (11%).

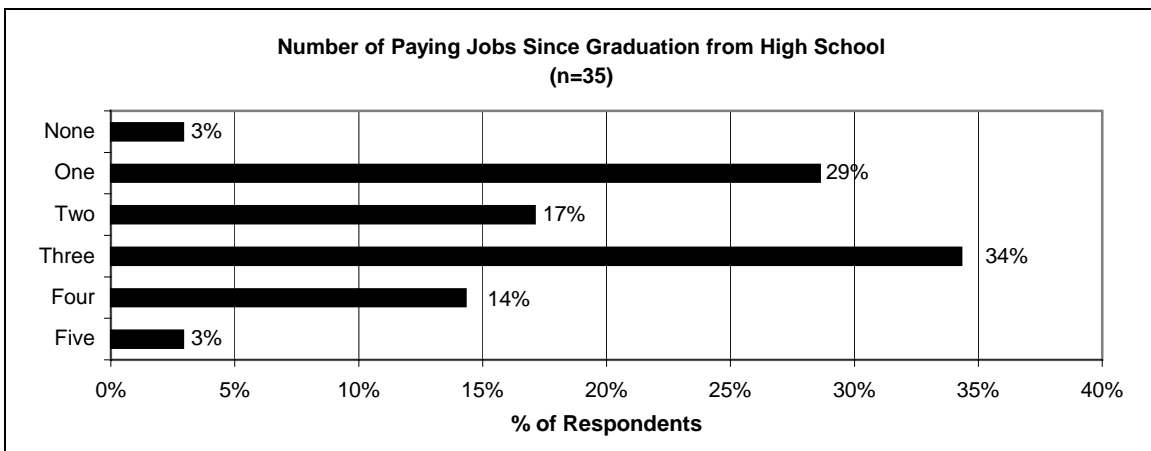
### 5.3.1 Labour Force and Employment Status

During the reference week, 89% of respondents who had discontinued their studies were in the labour force, while 11% were not in the labour force. Of those in the labour force, 84% were employed (full-time: 89%; part-time: 11%) and 16% were unemployed.



#### Number of Jobs

On average, respondents who had discontinued their post-secondary studies reported having 2.4 paying jobs since graduating from high school in June 2002.



<sup>15</sup> 8 respondents who indicated they took time off from their studies (but did not discontinue their studies) were excluded from this question.

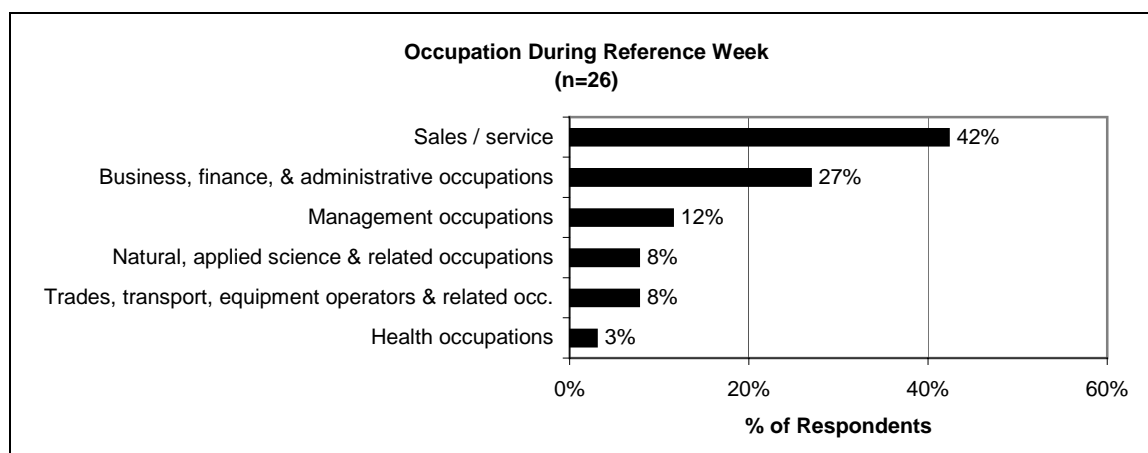


### 5.3.2 Respondents Working in Reference Week

Of those who had discontinued their post-secondary studies, 74% were employed during the reference week. Two of these employed respondents were participating in an apprenticeship program at the time of the study.

#### Occupation

When asked to identify their occupation during the reference week, the majority of these respondents reported working in a sales or service occupation (42%).



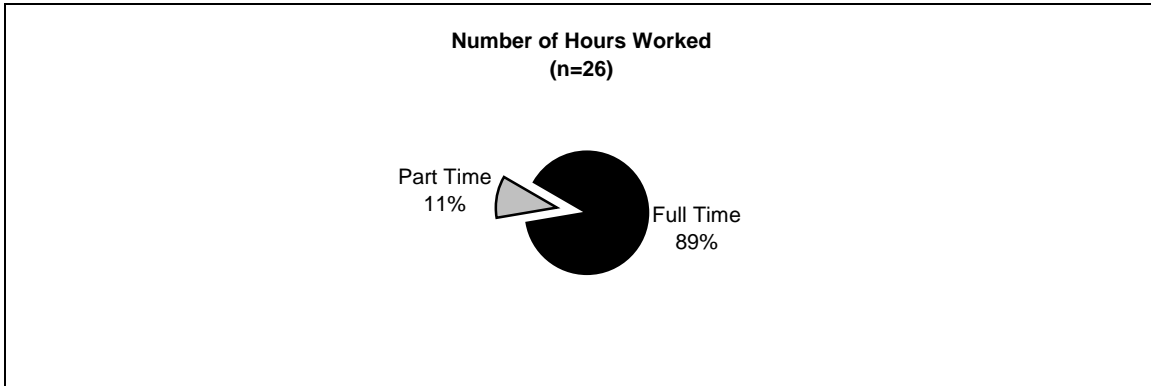
#### Industry

Most frequently, employed respondents who had discontinued their studies reported holding positions in the retail trade industry (31%).

Type of Business, Industry or Service During Reference Week		
	(n=26)	% of Respondents
Retail Trade	8	31.0
Professional, scientific & technical services	5	19.2
Health care & social assistance	4	15.4
Administrative support, waste management & remediation	2	7.7
Information & cultural industries	2	7.7
Other services (except public administration)	1	3.8
Accommodations & food services	1	3.8
Transportation & warehousing	1	3.8
Construction	1	3.8
Agriculture, forestry, fishing & hunting	1	3.8

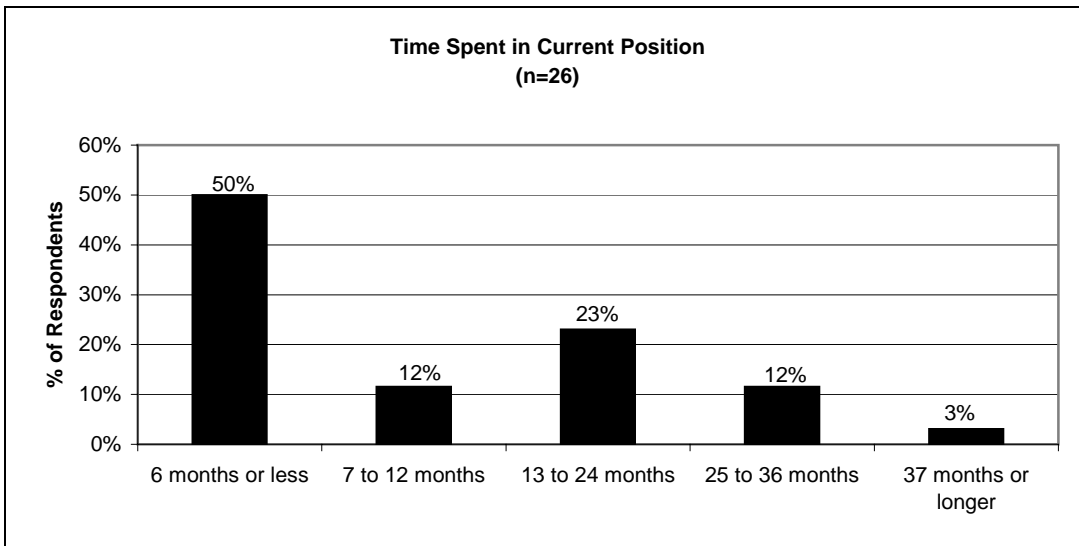
*Average Number of Hours Worked & Average Hourly Wage*

Respondents who had discontinued their studies but who were employed during the reference week worked an average of 36 hours during that particular week. Overall, 89% worked full-time, while the remaining 11% worked part-time. Hourly wages ranged from \$6.20 to \$14.30, with a mean hourly wage of \$8.81.



*Length of Time Employed in Current Position*

On average, this group of working respondents had held their position for 12.6 months.



*Relationship of Post-Secondary Education to Employment*

The majority of employed respondents who had discontinued their studies felt that there was no relationship between their post-secondary studies and their employment at the time of the survey (73%). Of those remaining respondents who had discontinued their studies, 15% felt that their post-secondary education was directly related to their job and 12% felt it was indirectly related to their current employment.

### 5.3.3 Respondents Not Working in Reference Week

#### Percentage Looking for Work & Type of Employment

This section summarizes the findings for those respondents unemployed or not in the labour force during the reference week. Of those respondents not working during the reference week, 56% (n=5) were unemployed, while 44% (n=4) were not in the labour force. During the reference week, all unemployed respondents were looking for full-time employment.

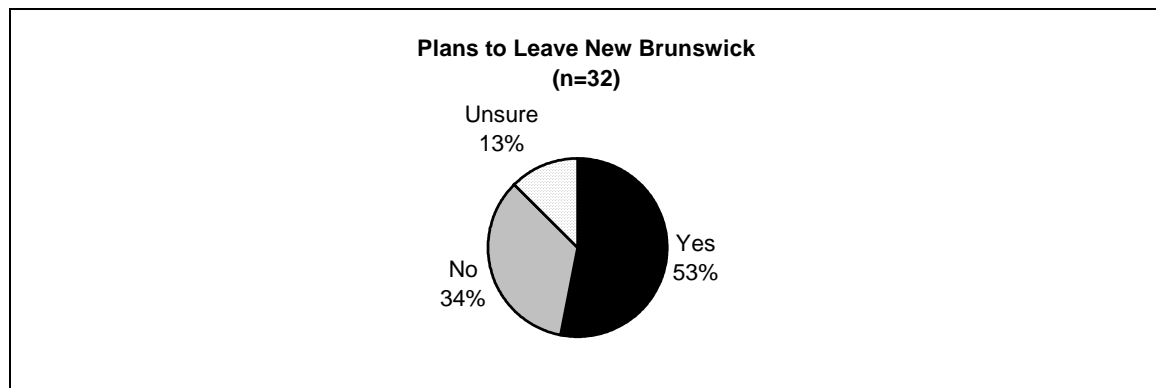
As shown below, unemployed respondents and those not in the labour force identified a wide range of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=5)	% of Respondents	(n=4)	% of Respondents
Inability to find job related to your training/experience	4	80.0	1	25.0
Not being bilingual	1	20.0	-	-
Traveling	-	-	1	25.0
Returned to high school to improve marks/get prerequisite	-	-	1	25.0
Not working due to personal or family responsibilities	-	-	1	25.0

### 5.3.4 Mobility

#### Place of Residence & Expectations for Leaving New Brunswick

The majority (91%) of respondents who had discontinued studies at a post-secondary institution reported living in New Brunswick at the time of the survey. Of this group of respondents, 53% anticipated leaving New Brunswick in the future, 34% did not expect to leave the province and 13% were uncertain of their future in New Brunswick.



Of those respondents who anticipated leaving New Brunswick (n=17), 53% (n=9) planned to leave within the following year, 41% (n=7) expected to relocate within five years, and 6% (n=1) planned to leave the province in more than five years from the time of the survey.

The most common reason respondents cited for choosing to leave the province was to take advantage of better job opportunities elsewhere (59%).

Reason for Leaving New Brunswick*		
	(n=17)	% of Respondents
Better job opportunities	10	58.8
Further education	4	23.5
To travel/see other places	1	5.9
Personal/family reasons	1	5.9
Current employment/work	1	5.9

\*Multiple Responses Allowed

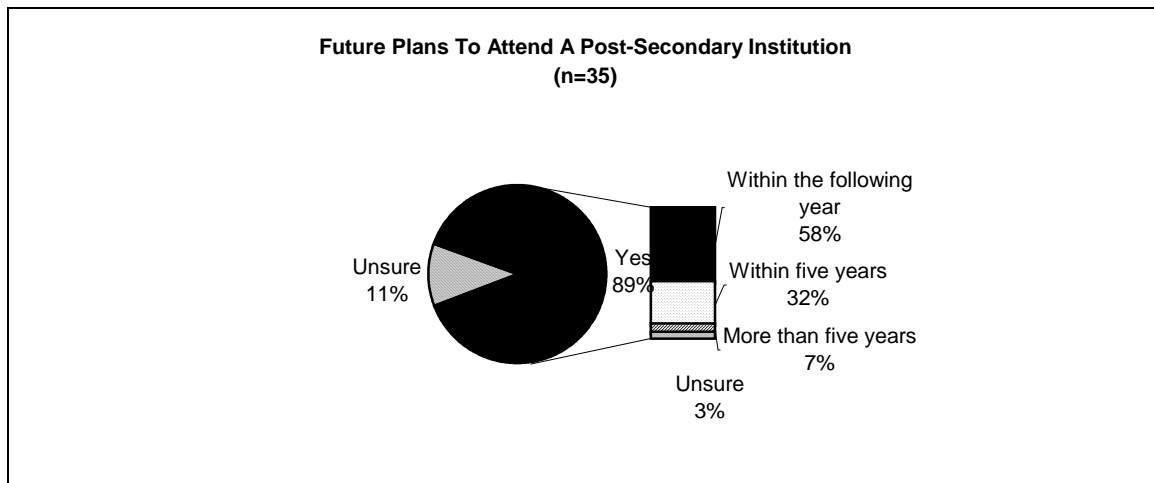
#### *Expectations for Returning to New Brunswick*

The three respondents from this group who no longer resided in New Brunswick attributed their move to a desire to travel (n=2) and educational opportunities (n=1). Of these respondents, two anticipated returning to New Brunswick within the following year, while one was unsure of returning, for unknown reasons.

### **5.3.5 Future Plans for Post-Secondary Education**

#### *Plans and Timing of Education*

The majority (89%) of respondents who had discontinued studies at a post-secondary institution planned to return in the future. The remaining 11% were unsure if they would return in the future.



*Motivations for Pursuing Education*

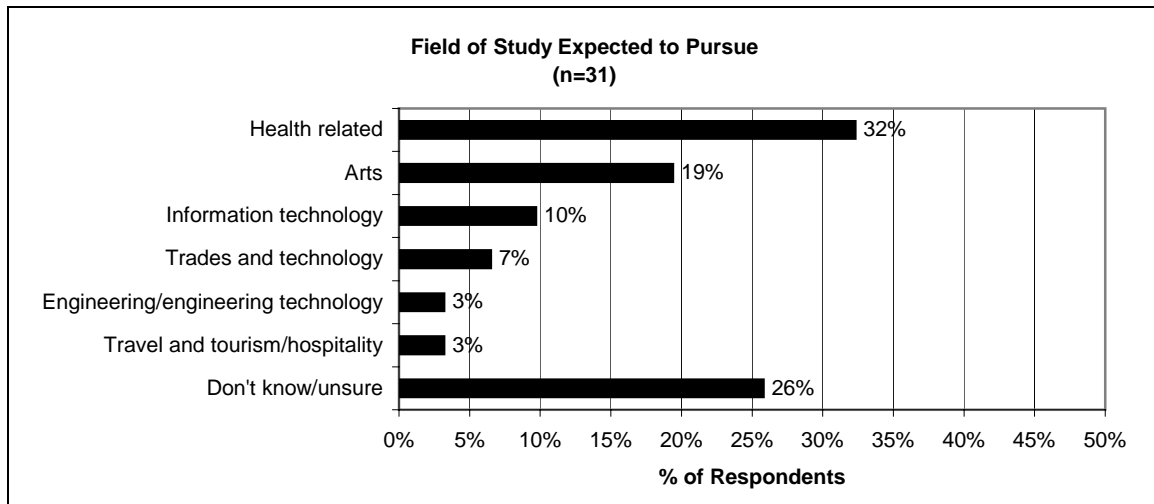
Respondents who indicated that they would continue their studies in the future most frequently attributed the planned return to a desire to get a better job or further career opportunities (68%).

<b>Reasons for Deciding to Attend a Post-Secondary Institution*</b>		
	(n=31)	% of Respondents
To get a better job/further career opportunities	21	67.7
To further education/better myself	6	19.4
Know what you want to do	3	9.7
You have been accepted in a post-secondary program that you wanted	1	3.2

\*Multiple Responses Allowed

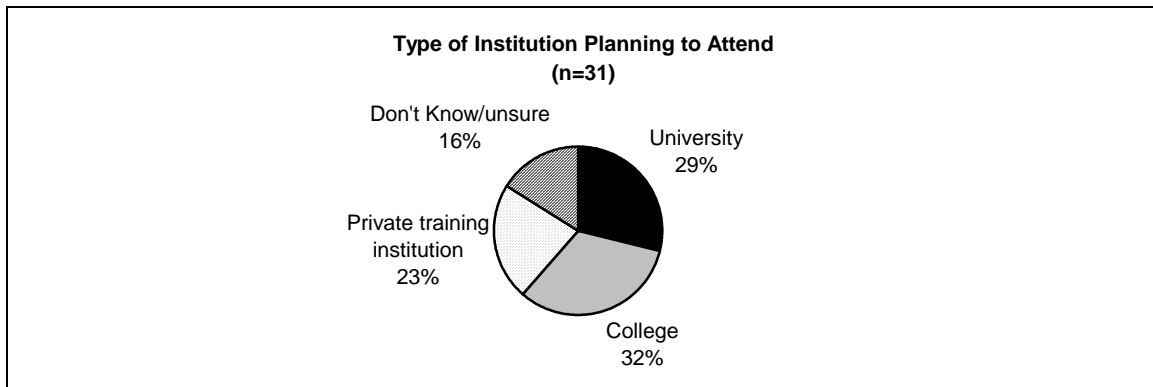
*Field of Study*

When probed for information regarding their future career plans, the group of respondents who planned to return to post-secondary education most frequently indicated they were interested in pursuing a health related area (32%) or arts (19%).



*Type of Institution*

Approximately one-third of district 6 respondents who anticipated returning to post-secondary studies planned to attend college (32%), 29% planned to go university, 23% planned to go to a private training institution, and 16% were unsure what type of institution they would attend.



*Name of Institution*

Nearly one-half of respondents (45%) were uncertain of which post-secondary institution they planned to attend when they resume their studies. The remaining respondents mentioned different institutions throughout New Brunswick and Nova Scotia.

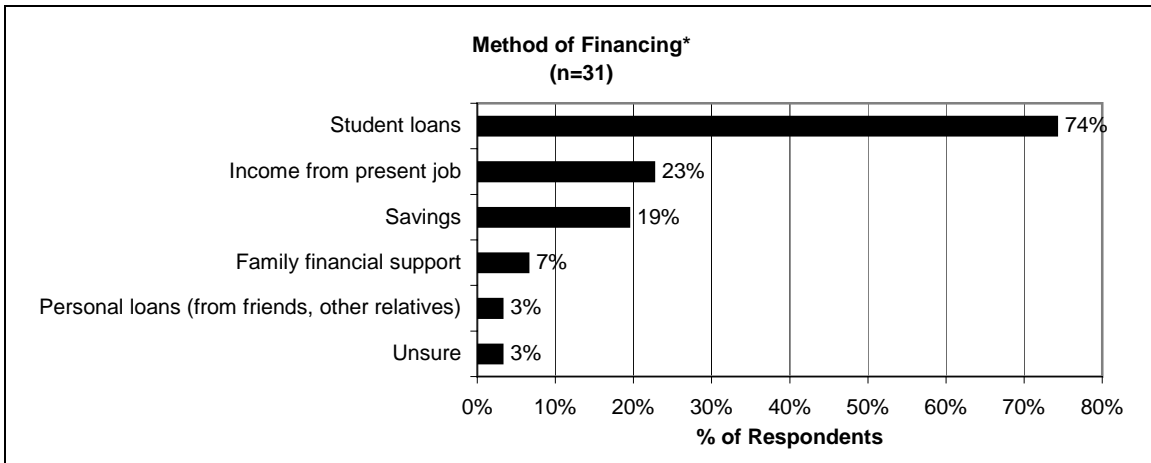
<b>Name of Post-Secondary Institution</b>		
	(n=31)	% of Respondents
NBCC/CCNB	5	16.1
Compu College	2	6.5
University of New Brunswick	2	6.5
Dalhousie University	1	3.2
Holland College	1	3.2
McGill University	1	3.2
St. Thomas University	1	3.2
College of Craft and Design	1	3.2
Other Mentions	3	9.7
Don't Know/Unsure	14	45.2

### *Location & Reasons for Leaving New Brunswick*

Most of this group of respondents who had planned to resume their post-secondary education planned to attend an institution in New Brunswick (58%). Those who planned to attend an institution outside the province (42% or n=13) attributed this decision to a desired program not being offered in New Brunswick (n=5), programs being perceived to be of higher quality at institutions out of province (n=1), personal/family reasons (n=1), lower costs (n=1) and nonspecific (n=4) or other (n=1) reasons<sup>16</sup>.

### *Source of Financing*

Respondents who had planned to attend a post-secondary institution in the future intended to use a variety of means to finance their studies; however student loans was the most popular financing method.



\*Multiple responses allowed

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<sup>16</sup> Multiple Responses Allowed

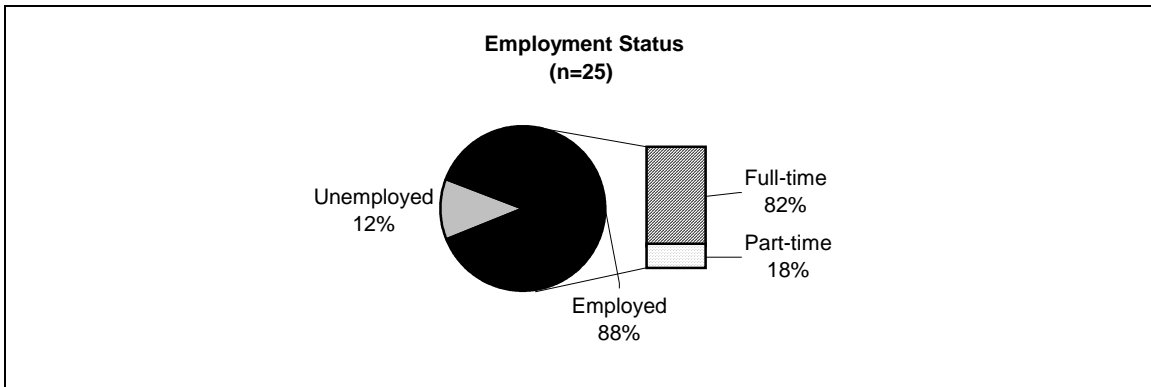
## 5.4 Respondents Who Attended and Completed Post-Secondary Studies

### 5.4.1 Labour Force and Employment Status

#### *Labour Force and Employment Status*

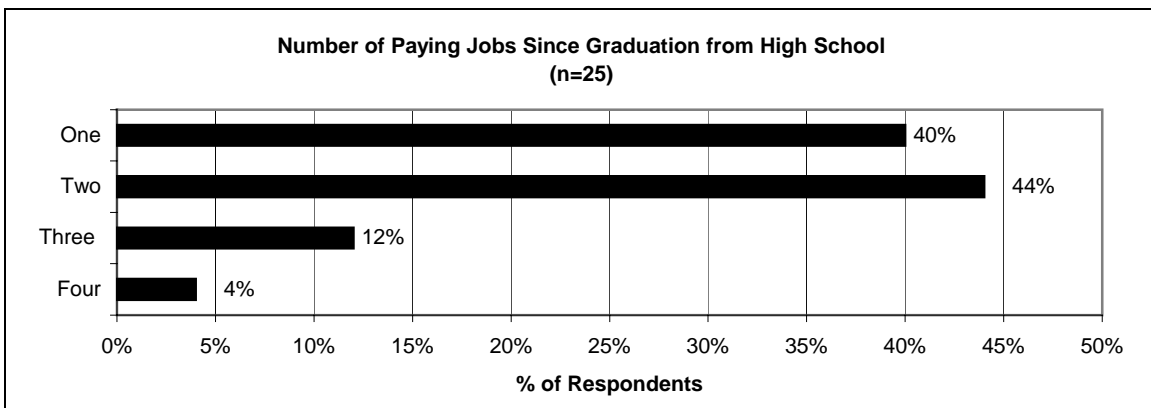
A total of 25 respondents from district 6 (5%) had fully completed their studies at a post-secondary institution since their high school graduation. Overall, these respondents had attended a private training institution (68%), community college (28%), or a university (4%).

During the reference week, all of these respondents were in the labour force. Of these respondents, 88% were employed (full-time: 82%; part-time: 18%) and 12% were unemployed.



#### *Number of Jobs*

On average, respondents who had completed their post-secondary studies had held 1.8 paying jobs since graduation from high school in 2002.



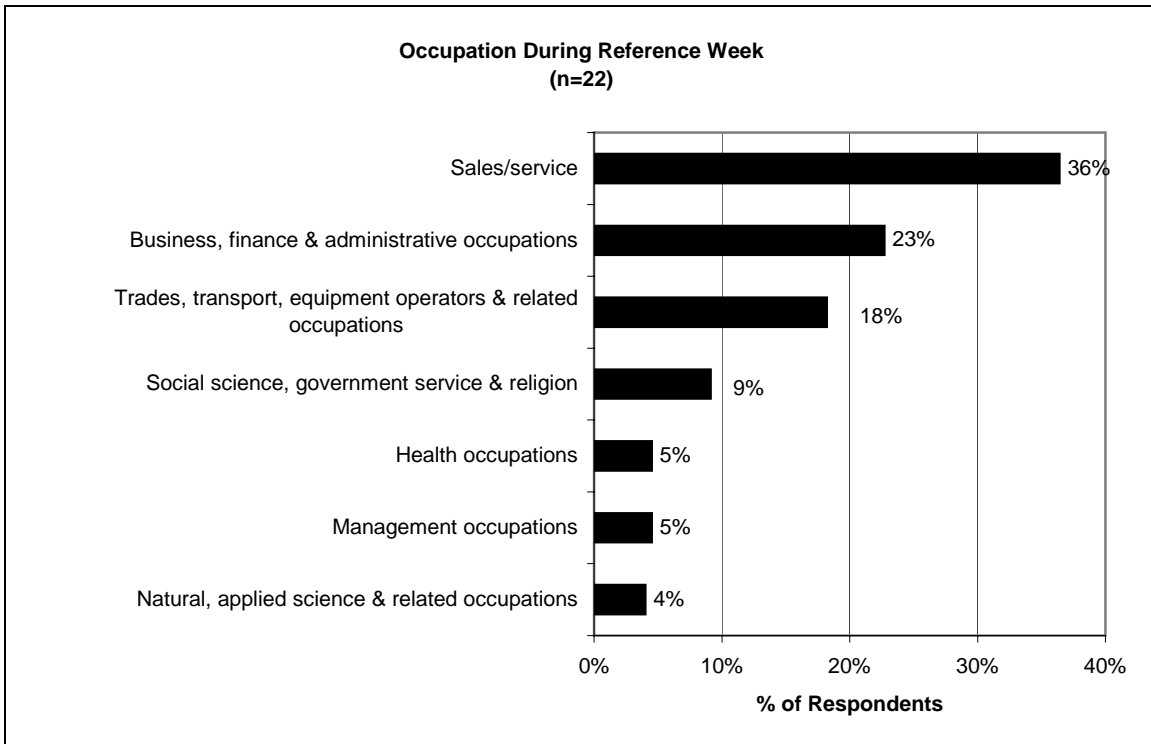


### 5.4.2 Respondents Working in Reference Week

Of those who had completed their post-secondary studies, 88% were employed during the reference week. Two of these employed respondents were participating in an apprenticeship program at the time of the study.

#### Occupation

When asked to identify their occupation during the reference week, most respondents reported working in sales and service occupations (36%), followed by business, finance, and administrative occupations (23%).



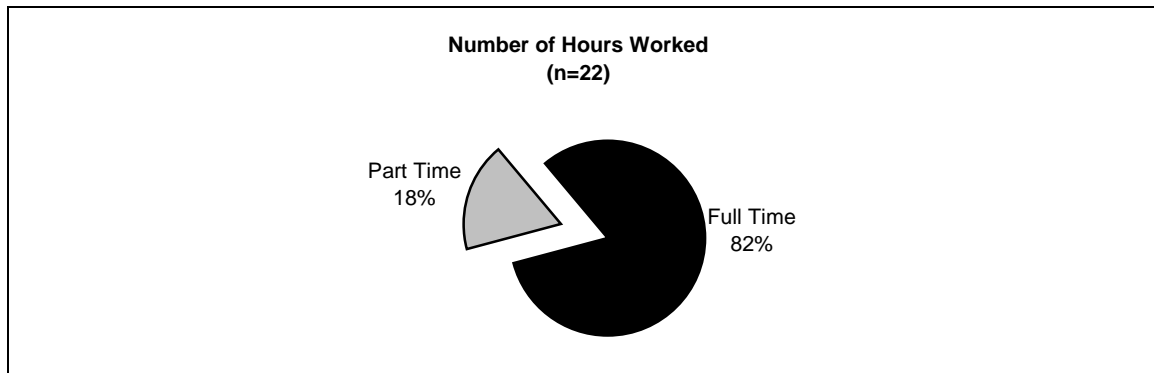
*Industry*

Respondents who had completed their post-secondary studies reported employment in a wide range of industries during the reference week.

<b>Type of Business, Industry or Service During Reference Week</b>		
	(n=22)	% of Respondents
Other services (except public administration)	6	27.5
Health care & social assistance	4	18.2
Retail trade	3	13.6
Administrative support, waste management and remediation services	3	13.6
Professional, scientific, technical services	2	9.1
Transportation and warehousing	1	4.5
Educational services	1	4.5
Construction	1	4.5
Information & cultural industries	1	4.5

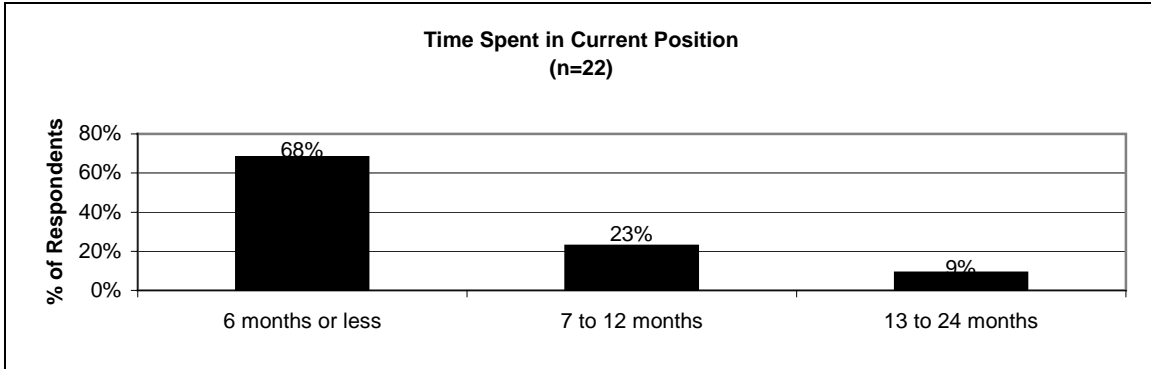
*Average Number of Hours Worked & Average Hourly Wage*

The majority (82%) of respondents who had completed their post-secondary studies worked full-time hours and overall, they worked an average of 35.5 hours during the reference week. Overall, wages averaged \$9.01 an hour.



### *Length of Time Employed in Current Position*

On average, employed respondents had held their current position for a period of 5.1 months.



### *Relationship of Employment to Post-Secondary Studies*

Respondents who had finished their studies appeared to have secured employment in jobs related to their post-secondary education. Overall, 64% of these respondents reported there was a direct relationship between their current job and their post-secondary training, 9% cited an indirect relationship, and 27% said there was no relationship.

#### **5.4.3 Respondents Not Working in Reference Week**

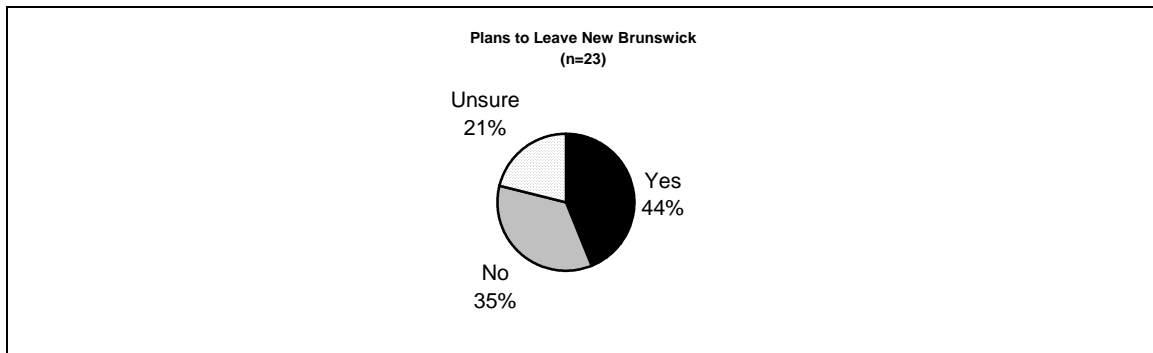
This section provides a summary of those respondents who were unemployed during the reference week. A majority of these respondents were looking for work during the reference week (67%) while 33% were waiting for a new job to start in the next four weeks. Of the respondents who were looking for work (n=2), one was seeking full-time work and one had no preference.

Of the two unemployed respondents seeking employment, one identified an inability to find a job related to training or experience as the reason for not working during the reference week. The remaining respondent refused to cite a reason for being unemployed at that time.

#### 5.4.4 Mobility

##### *Place of Residence & Expectations for Leaving New Brunswick*

The majority (92%) of respondents who had completed their studies reported living in New Brunswick. Of these respondents, 44% anticipated leaving the province in the future.



Of those who anticipated relocating (n=10), 30% (n=3) expected to leave New Brunswick within the following year, 60% (n=6) anticipated leaving within five years and the remaining respondent expected to leave in more than five years. Respondents were motivated to leave the province for better employment opportunities (n=5), to travel and see other places (n=2), for better wages (n=2), or for a change (n=1)<sup>17</sup>.

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<sup>17</sup> Multiple Responses Allowed

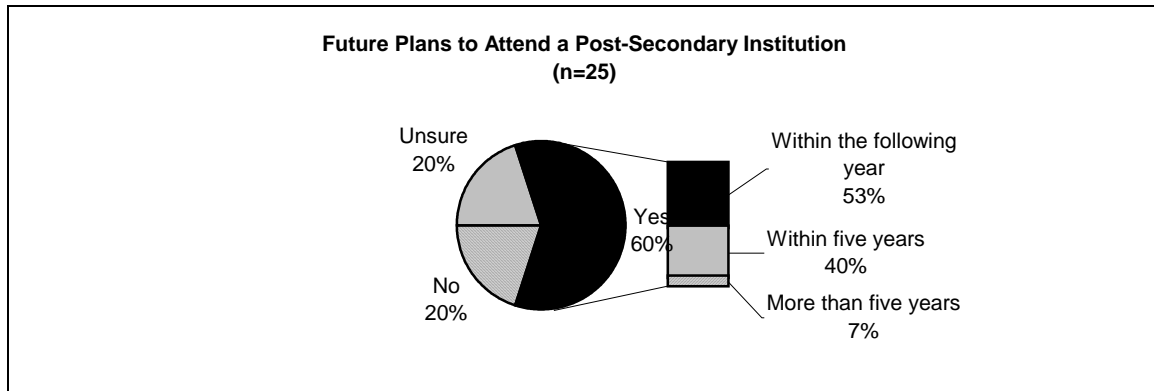
### *Motivations for Leaving and Expectations for Returning to New Brunswick*

The two respondents from this group who no longer resided in New Brunswick attributed their move to more job opportunities outside of the province (n=1), educational reasons (n=1), and nonspecific reasons (n=1)<sup>18</sup>. One of these respondents did not anticipate returning to New Brunswick in the future, whereas the remaining respondent was unsure of returning. The reasons given for not returning or being uncertain of returning were a desire to live in a big city (n=1) and a desire for a change (n=1)<sup>19</sup>.

### **5.4.5 Future Plans for Post-Secondary Education**

#### *Plans and Timing of Education*

When asked about future plans for education, 60% of those who had completed a post-secondary program indicated that they planned to return to school, 20% said they had no such plans, and 20% were unsure. The majority (53%) of respondents who intended to pursue post-secondary education planned to attend within the following year.



#### *Motivations for Pursuing Education*

Those who had planned to attend a post-secondary institution in the future were motivated by the desire to get a better job or further career opportunities (n=14) and a desire to further one's education or better oneself (n=1)<sup>20</sup>.

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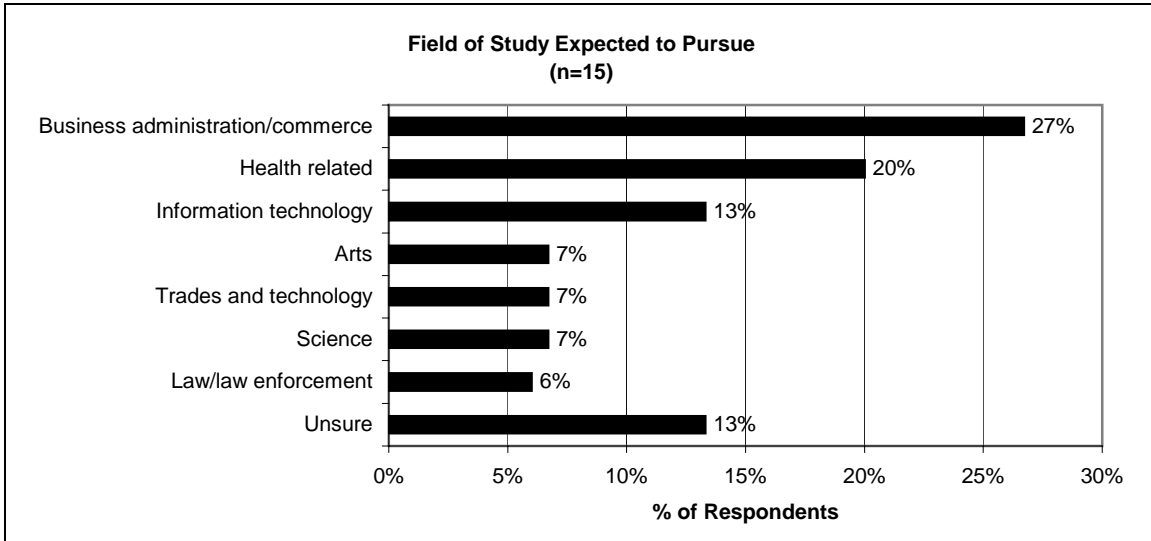
<sup>18</sup> Multiple Responses Allowed

<sup>19</sup> Multiple Responses Allowed

<sup>20</sup> Multiple Responses Allowed

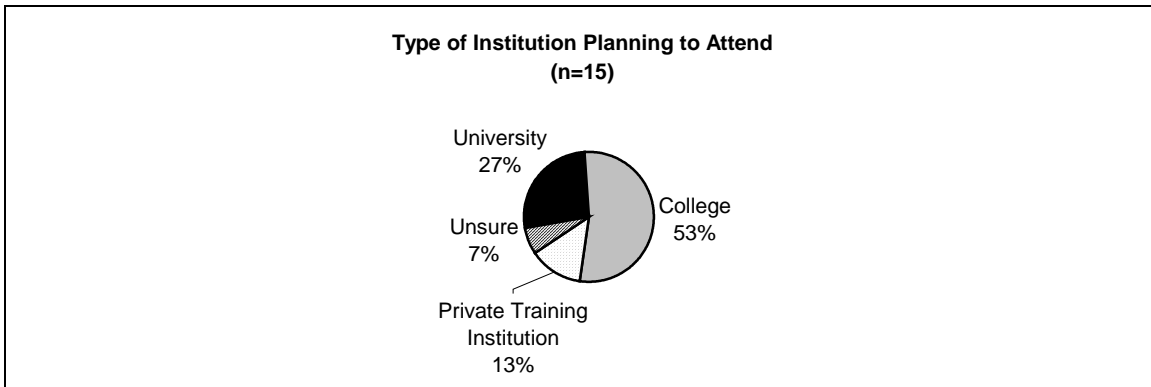
*Field of Study*

Those respondents who expected to return to a post-secondary institution for further education or training most commonly cited business administration/commerce (27%) as their expected field of study.



*Type of Institution*

The majority of respondents planned to attend a community college (53%).



*Name of Institution*

One-third (33%) of respondents who planned to return to school were unsure which institution they would attend, while the same proportion cited a New Brunswick Community College as the institution of choice.

<b>Name of Post-Secondary Institution</b>		
	(n=15)	% of Respondents
NBCC/CCNB	5	33.3
University of New Brunswick	1	6.7
Nova Scotia Agricultural College	1	6.7
St. Thomas University	1	6.7
Other Mentions	2	13.3
Unsure	5	33.3

*Location & Reasons for Leaving New Brunswick*

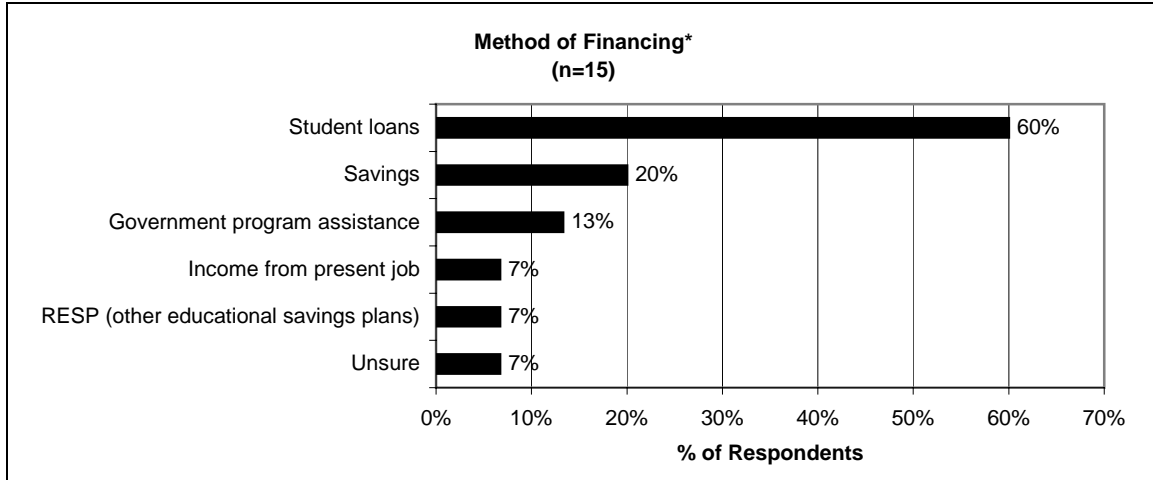
Most (87%) of the respondents who anticipated pursuing post-secondary education planned to attend an institution in New Brunswick. The two respondents who expected to attend an out of province institution claimed that the move was due to programs being of higher quality at out of province institutions (n=1) and personal/family reasons (n=1)<sup>21</sup>.

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<sup>21</sup> Multiple Responses Allowed

### Source of Financing

Respondents who intended to pursue further studies cited student loans (60%) as the most likely way to finance their education.



\*Multiple responses allowed



## 6.0 Demographic Profile of 2002 Respondents

The majority (96%) of respondents surveyed were 19 or 20 years of age, with a greater percentage of respondents being female (53% female and 47% male). The majority of respondents (92%) had siblings, with most respondents reporting one or two siblings (34% and 41%, respectively). The majority of respondents reported their mother tongue as English (99%). All respondents chose to complete the survey in English.

Six in ten respondents (60%) indicated that at least one of their parents have some level of post-secondary education. Over one-third of respondents (36%) were either unsure of their household income or gave no response, while 49% reported a household income of \$40,000 and or more per year.

<b>Demographic Profile</b>			
	<b>% of Respondents Who Attended a Post-Secondary Institution (n=316)</b>	<b>% of Respondents Who Did Not Attend a Post-Secondary Institution (n=114)</b>	<b>% Total (n=430)</b>
<b>Age</b>			
18 years	0.3	-	0.2
19 years	83.0	54.4	75.5
20 years	14.9	35.1	20.2
21 years	0.6	9.6	3.0
22 years	0.6	0.9	0.7
23 years	0.3	-	0.2
25 years	0.3	-	0.2
<b>Gender</b>			
Male	41.8	60.5	46.7
Female	58.2	39.5	53.3
<b>Mother Tongue</b>			
English	99.4	99.1	99.3
French	0.3	0.9	0.5
Other Mentions	0.3	-	0.2
<b>Language of Survey</b>			
English	100.0	100.0	100.0
French	-	-	-
<b>Education of Mother or Female Guardian</b>			
Less than high school	4.1	14.9	7.0
Completed high school	31.4	43.9	34.7
Some post-secondary education	6.0	3.5	5.3
Trades certificate or diploma	1.9	-	1.4
College certificate or diploma	17.7	13.2	16.5
University certificate or diploma below a bachelor's degree	4.4	4.4	4.4

<b>Demographic Profile</b>			
	<b>% of Respondents Who Attended a Post-Secondary Institution (n=316)</b>	<b>% of Respondents Who Did Not Attend a Post-Secondary Institution (n=114)</b>	<b>% Total (n=430)</b>
University degree	28.5	7.9	23.0
Don't Know/unsure	5.4	11.4	7.0
No response/refused	0.6	0.8	0.7
<b>Education of Father or Male Guardian</b>			
Less than high school	9.2	23.7	13.0
Completed high school	25.7	37.7	28.8
Some post-secondary education	5.7	1.8	4.7
Trades certificate or diploma	6.3	3.5	5.6
College certificate or diploma	19.3	7.9	16.3
University certificate or diploma below a bachelor's degree	2.8	3.5	3.0
University degree	25.0	10.5	21.2
Don't Know/unsure	5.1	8.8	6.0
No response/refused	0.9	2.6	1.4
<b>Household Income</b>			
\$10,000 to \$19,999 per year	3.5	7.0	4.4
\$20,000 to \$39,999 per year	11.4	10.5	11.2
\$40,000 to \$59,999 per year	18.0	17.5	17.9
Over \$60,000 per year	36.4	15.8	30.9
Don't Know/unsure	26.3	44.8	31.2
No response/refused	4.4	4.4	4.4
<b>Number of Siblings</b>			
None	6.6	12.3	8.1
One	34.9	30.7	33.7
Two	41.1	38.6	40.4
Three	13.0	11.4	12.6
Four	3.8	4.4	4.0
Five	0.3	0.8	0.5
Greater than five	0.3	1.8	0.7
<b>Special Populations</b>			
Landed immigrant in Canada	-	0.9	0.2
Non-permanent resident of Canada	-	0.9	0.2
Aboriginal person	0.9	-	0.7
Visible minority	2.5	2.6	2.6
Person with a disability	0.9	2.6	1.4

■ Indicates significant difference at the 90% confidence level.